IDENTIFICATION AND ANALYSIS OF THE

ENVIRONMENTAL FACTORS AFFECTING

RELATIONSHIPS BETWEEN ROTC

CADRE AND ACADEME

U.S. Army Signal Center and
Fort Gordon,
Fort Gordon, GA 30905

by
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Dissertation submitted to the Faculty of the Graduate School
of the University of Maryland in partial fulfillment
of the requirements for the degree of
Doctor of Education
1982

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ABSTRACT

Title of Dissertation: Identification and Analysis of the
Environmental Factors Affecting
Relationships Between ROTC Cadre
and Academe

Gene D. Bruce, Doctor of Education, 1982

Dissertation directed by: Dr. J. Paul Anderson, Professor,

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⟶ This study addressed the problems of the military

operating within the bounds of academe. The tasks were

to delineate environmental factors, order them by frequency

of occurrence, and relate them to selected variables.

Two ROTC cadre, an administrator, and a faculty

member at 100 universities with Army ROTC programs were

randomly selected and invited to participate. Sixty-nine

percent responded to the question--If you were giving candid

guidance to an Army officer about to be assigned as a faculty

member in the Military Science Department (ROTC), what three

items of advice would you give to enhance specifically the

success of the military member at your institution?

Ten categories resulted. By frequency of occurrence

they were: (1) Be active in campus academic and social

events. (2) Know the institution and ROTC program. (3) Be

a good teacher and student counselor. (4) Retain the

professional soldier image. (5) Time management. (6) Public

relations. (7) Formal advanced education. (8) Cost of ⟶

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living. (9) Effects on a military career. (10) Community
activities involvement. ←

Observations and Recommendations

1. ROTC cadre, with members of academe, must define
values, goals and objectives, and work cooperatively to
enhance public relations efforts and intra institution
communications and cohesion.

2. Members of academe and ROTC cadre must make
special efforts to learn about and understand each other,
especially in the areas of insitutional governance, ROTC
administration and curriculum, and purposes of the military
in society.

3. The Army must provide for more academically
mature ROTC cadre through the Advanced Degree Program for
ROTC Instructor Duty (ADPRID) and pre-assignment orientations.

4. Academe must accept and assist in the maturation
of young ROTC cadre members who will normally be younger than
themselves.

5. The Army must advise ROTC cadre prior to assign-
ment about the cost of living, tour length, time management,
and portraying the proper military image.

DEDICATION

This project is dedicated to two very important people in the researcher's life. The researcher's mother, Mildred, a veteran teacher and principal, now retired, offered encouragement over the years to take the next step. Her philosophy that "everything happens for the best" often provided the positive motivation to continue.

The researcher's wife, Mary Lou, who was critically ill with cancer and passed away during the conduct of this project, continued to offer encouragement in spite of her own situation. Her special efforts to deal with her illness, function as a mother and wife, and encourage the researcher, in spite of frequent hospitalization and partial immobility, were indicative of the special person she was. Her special abilities at developing young college ROTC students kindled the initial impetus for this project, and her continued interest and philosophical contributions were instrumental in its completion. Mary Lou's contributions as an Army wife and educator touched the lives of family and students alike. She will be sorely missed.

ACKNOWLEDGEMENT

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Chapter 1

INTRODUCTION

This project addresses the presence of military

nel assigned to the U. S. Army's Reserve Officers'

ng Corps (ROTC) Program on college and university

es. Specifically of interest are the relationships

n the ROTC faculty, and other campus faculty and

strators, and the relationships between the ROTC

m and the academic environment.

BACKGROUND

The ROTC program reflects an American tradition of

an education of military officers dating back to the

tion.

The idea of educating officers for the national
fense on the campuses of civilian colleges and
iversities is in keeping with the American concept
the citizen-soldier and civilian control of our
litary forces. The ROTC Program combines the out-
inding resources and sound traditions of our colleges
l universities with those of the military profession.
.s vital interplay of civilian universities and
.itary training is the essence of the ROTC Program.[1]

The mission of the Army ROTC Program is to obtain

ucated commissioned officers in sufficient numbers to

my requirements. In order to accomplish this mission,

gram has the following objectives: to attract,

e, and prepare selected students with potential to

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serve as commissioned officers in the Army; to provide an understanding of the fundamental concepts and principles of military art and science; and to develop leadership and managerial potential, a basic understanding of associated professional knowledge, a strong sense of personal integrity. honor, and individual responsibility, and an appreciation of the requirements for national security.[2]

The need for officers to meet contemporary Army staffing quotas has been pointed out by Card.[3] Because of the turmoil of the Vietnam War, the number of ROTC units on college campuses has been reduced. The poor image of the military in the minds of young people was the primary reason. ROTC programs have long been a major source of qualified young Army officers. Currently, the U. S. Military Academy at West Point produces only 700 of the required 15,000 officers annually. The others come primarily from ROTC programs.

The astronomical growth in technology since 1939, and the increasing requirement for highly qualified officers have been described by Harrison.[4] As evidenced by both sides in the 1973 Mid-East War, significant advances have been made in weaponry. The technology gap often cited in the 1950's no longer exists between this country and major potential adversaries. There is no question that in future conflicts this country will fight outnumbered. Victory will depend upon the quality of U. S. forces compared to that of the enemy.

However, warfare is not solely a conflict between military forces. Clausewitz[5] indicated that war consists of people, the government, and the military, and a strategy ignoring any of that trinity is useless. As pointed out by Summers[6], the Vietnam war was an example of a failure of the government to represent the people and to provide appropriate direction to the military.

With Clausewitz' trinity in mind, Herring[7] suggests that intensified war preparation results in increased centralization of political and economic control and in the standardization of economic and military practices. Human activities become more regimented. The 1982 confrontation between Great Britain and Argentina over the Falkland Islands is a contemporary example. Faced with a national crisis, each country seemed to be consistent with Clausewitz' trinity and Herring's philosophy. Each country geared for war, the populace in each country volunteered for military service in great numbers, each government seemed to support the confrontation in accordance with the wishes of the populace, and appropriate military strategy and direction appeared to have been provided to the military. Therefore, to provide for the defense of our nation, military officers capable of understanding and operating within this trinity are required.

Among the leaders of a strong armed force should be men and women from all areas of the nation who represent all academic disciplines. The complexity of today's modern Army

requires leaders who can readily adapt to management of
hundreds of specialized activities. To do this they need
the academic background from our civilian colleges and
universities. Whether they serve a few months, or thirty
years, these individuals provide civilian influence on the
officer corps. Their unique ideas vitalize military thinking
and perpetuate the citizen-soldier concept of our Army.[8]

A study by Card[9] suggests that ROTC appeals mostly
to the lower socio-economic class of our society. Therefore,
he concludes qualitative and quantitative shortfalls may
exist in the officer producing programs and in the Army.
If Card's findings are true and ROTC has more appeal to the
lower socio-economic groups of our society, one may speculate
that this appeal is because an Army officer's career via the
college ROTC program offers these groups a chance to improve
themselves and to contribute to society in a manner they
consider socially acceptable and prestigious. The importance
of high quality ROTC programs cannot be underestimated given
the social and educational deprivations generally associated
with the socio-economic groups from which many potential
officers come.

Historically, the ROTC-campus relationship has varied
between tranquility and disenchantment. During periods of
campus discontent, ROTC cadre and cadets have been targets
for venting hostilities toward national authorities.
Consequently, the ROTC image became tarnished and enrollment
dropped, putting the existence of the program in jeopardy.

Although the mood on campuses in the late seventies was
fairly tranquil, history indicates that ROTC programs will
continue to experience turmoil.[10]

THEORETICAL FRAMEWORK

As members of the military caste system, Army
officers assigned as ROTC cadre are expected to function
within academe. However, the military and the academic
worlds differ. There is a distinctness of strata ("classes")
and of the amount of mobility taking place between strata.[11]

Glick[12] suggests that academe has ignored the study
of the military as if it were demeaning or corrupt. Instead,
during periods of discontent, academe often supported efforts
to remove the ROTC from the campus. Removal of the ROTC from
the campus is unfortunate because the military would make up
for the shortfall in officers by expanding academy inputs
and officer candidate school programs. Although extreme,
this situation would deprive academe of the opportunity to
exert civilian influence on the military.

However, today the mood on campus toward the military
may have improved. The Vietnam War has receded into the
past, the Middle East and Falkland Islands dominate the
new:, and the ROTC program has improved. However, the ROTC
remains as the most visible federal government representative
on campus, and it will probably remain subject to unpredictable
changes in contemporary events.

Janowitz[13] says that while once characterized as

stratified-hierarchial, authoritarian, and traditional, vast changes have taken place in the military causing them to be civilianized and blurring the differences between military and civilian societies. He claims there are a number of factors causing these changes. The national income spent for defense has increased. Expanded military technology has increased the destructiveness of warfare and widened the scope of automation in new weapons. The revolution in military technology has caused the military mission of deterrence to be more central compared with preparing to apply violence. Abolished is a former policy calling for rapid expansion and dismantlement of the military establishment in favor of a more gradual pattern of adjustment. There has been an increased complexity of the machinery of warfare and requirements for research, development, and technical maintenance tending to weaken the organizational boundary between military and civilians since civilian technicians are required. The permanent threat of war has required military leaders to perform a wider variety of tasks.

Janowitz[14] also indicates that over the past fifty years, the military has shifted from an authoritarian style to greater reliance on manipulation, persuasion, and group concensus which implies management by means of persuasion, explanation, and expertise. New military tasks have required professional officers to develop more skills common to civilian leaders. There has been a shift in officer recruitment. No longer do officers come only from the aristocracy

but from the population as a whole. Prescribed career
patterns with high performance standards have led to
professional elite status. The military is a vast managerial
enterprise that has produced a strain of traditional military
officers with self-images and concepts of honor. They no
longer are only military technicians but professionals with
an explicit political ethos.

As an example of the unique qualities of military
persons, Janowitz[15] cites World War II observations by
psychiatrists Grinker and Speigel. Evaluating small group
dynamics, they discovered soldiers seemed to be fighting more
for someone than against somebody. Similarly, trained combat
observer S. L. A. Marshall found that the thing which enabled
infantry soldiers to keep going was the mere presence of a
comrade.

These small groups of soldiers, called primary groups,
operate in garrison and combat to impose behavior and to
interpret the demands of military authority for the soldier.
The ROTC may be a primary group within academe.

The military style is to create formal regulations
and directives that establish policy for eventualities. The
more imponderables and uncertainties, the more emphasis
placed on explicit orders, elaborate directives, and contingency
plans. The style is reflected in a clear chain of command,
standing operating procedures, and the establishment and
practicing of informal and personal communications.[16]

The tenets of the military style, although similar

to civilian industry, appear to enhance cohesion and a sense of teamwork often lacking in civilian life. Similarly, social cohesion appears to be a necessity for the military family.

Huntington[17] says power exists in two forms. Formal authority is the control one person has over another based on their positions in a social structure. Authority is attributable to the position, not the person. Power and authority remain with the position.

Informal influence stems from personal wealth, knowledge, prestige, friendship, kinship, etc. It always resides with the person, not the position.

It is logical to assume that the military and academe each possess formal authority and informal influence, but by the nature of their style, the military appears to exercise greater formal authority than academe.

Baldridge[18] suggests that the organizational character of academe is so different from other institutions (business firms, hospitals, the military and government agencies) that traditional management theories do not apply to them. He indicates that academe's goals are more ambiguous and diverse, they serve people rather than process mate ials, key employees are highly professional, and they have unclear technologies based more on professional skills than standard operating procedures. They also have "fluid participation" with amateur decision-makers who wander in and out of the decision process.

McDaniel[19] gave insight into Baldridge's findings when he described the duties of the ideal dean. The dean is the administrator and leader of faculty and students. He listens to faculty and students and communicates using formal and informal techniques trying to create a concensus rather than a weak compromise. He keeps policy and individual decisions in balance.

There appears to be major organizational differences, too. Baldridge[20] indicates formal control structures, political environment, financial base, and client pool are environmental differences between academe, the military, government, and business.

Baldridge[21] also says variations in professional tasks differ at different types of academic institutions. The structure of disciplines, degree of faculty professionalism, and diversity of institutional goals differ. Also differing are the size of the institutions, complexity of decision making, centralization, and involvement of faculty in governance.

He concludes that with progression from community college to public college, to elite liberal arts college, to multiversities, faculty are more influential, administrators dominate less, institutional autonomy is affected less by environmental influences, and unions are less likely to be elected. Some institutions are tight bureaucracies and others loose confederations of departments with considerable autonomy.[22]

Evidence shows that military leadership is well defined by chain of command. However, Glenny[23] points out in academe there are anonymous leaders such as researchers, budget analysts, accrediting agencies, federal agencies, state controlling boards, and scholarship commissions. While the military may have anonymous leaders, too, those in academe appear to have a more significant impact.

In addressing shared authority in academe, Mortimer and McConnell[24] support Baldridge's findings and indicate other factors that may add divisiveness to academe. They say campus authority may be influenced by the role of academic senates, collective bargaining, faculty interaction with administrators and students, faculty involvement with trustees, central administration leadership, accountability and external constraints, and the process of academic governance.

Baron[25] has indicated that the military and academe must make a commitment to the ROTC. However, the success of that effort may depend upon each societies' ability to overcome their inherent institutional role conflicts.

The focus of this project is on the ROTC cadre who, in good times and bad, are responsible for instruction in ROTC programs.

PURPOSE

Recognizing the importance of military personnel and their families adjusting to the academic environment,

the Army has defined the following goal:

> To develop a POI (Program of Instruction) to be presented to newly assigned ROTC cadre and Regional staff members, preferably prior to their arrival for duty, that will provide the minimum essential instruction designed to enhance the adjustment of the cadre and staff personnel and their families to an ROTC environment and to enable them to be initially productive in their new assignments.[26]

However, prior to formulating a course to assist military personnel and their families in adjusting to the campus environment, relevant data is required. The purpose of this research is to provide emperical data and formulate a more precise identification and analysis of the environmental factors affecting the relationships between military personnel and the academic society.

STATEMENT OF THE PROBLEM

This project seeks to identify the environmental factors affecting the relationships between ROTC faculty, and other campus faculty and administrators.

Sociological theory and evidence offered by other observers indicate factors that describe the relationship between military and academic environments have not been well defined.[27] These factors could be of many types; examples may be appearance, modes of behavior, and social interaction. Since the purpose of this study is to identify these factors, further definition is not possible here.

This study is concerned with the problems which result from one society, the military, operating within the

bounds of other society, academe. The task is to delineate the environmental factors clearly, and order them by frequency of occurrence and relate them to selected variables.

The questions researched were: (1) What are the environmental factors affecting the relationship between the ROTC cadre, and other campus faculty and administrators? (2) What is the relative importance of the identified factors as measured by frequency of occurrence and prioritization by respondents? (3) What is the relationship of these factors to campus location, type of institution, and demographic characteristics of actors (age, sex, military vs. civilian, etc.)?

IMPORTANCE OF THE PROJECT

The importance of this study is directly related to the importance of the Army ROTC program in maintaining a viable military force for the United States. The ROTC will continue to be the major source of Army officers. Data such as those sought here could assist in enhancing the cooperative relationship between military and campus personnel and thereby influence the quality of ROTC training many future officers receive.

The results of this project could guide the development of a training package to assist newly assigned ROTC cadre and their families in adapting to the academic environment. Campus faculty and administrators should find the results of this study helpful in both understanding the

ROTC family and integrating them into the campus society. Society in general should benefit from this study since the long-range welfare of society may well depend on the quality of our military establishment.

LIMITATIONS

This project was limited to the study of Army Senior ROTC programs. Therefore, results should not be generalized to the Army's Junior ROTC program which is a high school level program with somewhat different purposes.

While the results of this study may be applicable to campus officer producing programs of other services, no attempt has been made to focus on these programs, and attempts to do so by others must be tempered with caution since variations in programs do exist.

The researcher, a career Army officer, may have been unduly cautious when interpreting the data.

DEFINITION OF TERMS

The following terms are used commonly in the ROTC. They are defined here for those unfamiliar with them and for consistency throughout the study.

Cadet--A term applicable to all enrolled members of the ROTC program.

Cadre--The ROTC faculty who teach and administer the ROTC program. They are active duty Army personnel.

Department of Military Science--The academic
department of an educational institution which administers
the ROTC program at the institution.

Military Science--The curriculum which constitutes
the Senior ROTC Program.

Professor of Military Science (PMS)--The academic
and military position title of the senior commissioned Army
officer assigned to duty with a senior ROTC unit.

Region Commander--The commanding general of a United
States Army ROTC region (four regions exist) responsible for
the operation, training, and administration of the ROTC
program within his geographical area.

Senior ROTC--The Army's campus-based commissioning
program which is normally completed concurrently with a
student's full-time studies.

Training and Doctrine Command (TRADOC)--The major
Army command responsible for administering the ROTC program,
and it is the higher headquarters for the four region
commanders.

Chapter 2

RELATED RESEARCH

To identify properly the environmental factors

ng the relationships between ROTC faculty, and other

faculty and administrators, it is necessary to review

t studies. This chapter is in three parts. Part one

view of recent ROTC history and studies from the

nt times of the Vietnam era through the seventies.

udes the recommendations for program improvement as a

of that era, and it culminates in a 1979 study which

nded changes to the total officer education system.

ɔ highlights studies which reveal attitudes of

ɪ about the ROTC and identifies the type of students

i in the ROTC. Part three identifies study findings

ɪe some evidence of faculty and administrator attitudes

the ROTC as measured throughout the 1970's.

CATALYST FOR CHANGE

During the decade of the sixties, constant attacks on

ιOTC programs left critical wounds. However, a 1971

ɪ Jay,[28] which consisted of a survey of literature

; officials, indicated that the wounds were not fatal

: the ROTC would survive on campus. During this

ɪus time, the ROTC enlisted a number of allies,

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especially the Army itself. After a long period of policy rigidity, the Army's ROTC posture evolved into a beneficial mix of responsiveness to criticism by selective changes and retention of the positive attributes of the program. It was further postulated that issues relating to the ROTC program on campus would abate but never disappear.

Tankersley,[29] in another study, addressed the selective changes discussed by Jay by describing the contemporary status of the ROTC in colleges and universities. He proposed a revised program which would preserve the ROTC as a valuable source of junior officers. Recognizing the importance of continuing the ROTC program, it was recommended that the two-year program option be modified as a basis for a new system to train officers on campus. The research postulated that the four-year program option would eventually be discontinued at civilian institutions. The recommended program envisioned producing better trained officers, being more attractive to students and institutions, and costing the government less.

As a result of the studies by Jay, Tankersley, and others, changes to the ROTC during the decade of the seventies did occur. These positive changes and the exit of the Vietnam dissention caused the ROTC to refresh itself. However, growing out of the controversies of the 1970 era were other issues involving the education and training of Army officers. Significant causative factors were the issues evolving from the Lieutenant Calley case, realistic concerns

over rapidly advancing technology, and the education and
skill levels of soldiers entering the all-volunteer Army.
Clearly, these issues require unique leadership abilities
from the officer corps.

To address officer education and training require-
ments, the Chief of Staff of the Army, in 1977, appointed a
select group of officers to study and make recommendations
for the future of officer education and training based on a
review of education and training for officers (RETO).[30]
Major General B. L. Harrison was selected to chair the group.
The Army ROTC was analyzed in the pre-commissioning portion
of the study. The study found that while the ROTC provided
the primary source of young officers for the Army, two-thirds
of those students who joined the ROTC terminated during their
first two years in the program. Additionally, there was no
initial measurement of medical status, physical fitness,
leadership ability, or motivation. There were no intelligence
standards, ROTC scholarships were poorly controlled, a large
portion of the colleges and universities did not have the
opportunity to participate in ROTC programs, and an annual
shortfall for officer accessions was projected in the
foreseeable future.

Recommendations from the RETO study group addressed
specific procedures for correcting the shortfalls perceived
in the ROTC program. Some of the proposals reflected the
philosophies of Jay and Tankersley from earlier times.
Portions of the recommendations apply directly to this study.

The attainment of minimum military qualification standards (MQS) prior to commissioning must be provided by pre-commissioning programs like the ROTC. To accomplish the MQS on campus, a standard curriculum of common military skills and knowledge was recommended. Additionally, and probably most important to civilian institutions, was the recommendation for each commissionee to take at least one college course in each of five fields: communication skills (writing), human behavior (psychology), military history, national security studies, and management.

The RETO recommendations clearly indicated the intentions of the Army to implement a plan for continuing officer education, to retain the ROTC as a primary source of officers, to emphasize the requirement for personal development courses in the ROTC program, and to take advantage of the strengths of civilian colleges and universities as a base for officer education.

STUDENT PERCEPTIONS

After reviewing the progress of the ROTC during the seventies, and before examining studies identifying faculty attitudes toward the ROTC, it is necessary to understand the attitudes of prospective and current college students toward the ROTC. In a 1975 study, Card[31] developed and tested a model of career commitment in young adults. The model was to be broad enough to provide insight into the general career development process in the formative years but specific

enough to provide the Army with information it could use in recruiting, selecting, and retaining qualified officers via the senior ROTC program. A portion of this study identified demographic and attitudinal information of students.

It was found that demographic variables such as race, sex, or socioeconomic status were not nearly as powerful in predicting ROTC/Army involvement as were socio-psychological variables of values, attitudes, and job needs. ROTC students were found to have lower high school and college grades than non-ROTC students. Compared to whites, fewer black ROTC graduates were selected for regular army commissions. However, blacks were found to have higher commitment levels to the Army than whites. This portion of the study suggests the ROTC and institution officials should focus their student recruitment efforts differently.

The study has other implications for the ROTC program. The campus image of the ROTC and students participating in the ROTC was poor. A positive image was found instrumental to ROTC success on campus. Prospective students preferred to identify with a positive image such as a winning team. For instance, campus athletic coaches find recruiting efforts for athletes much more fruitful after a winning season.

There were also indications from the study that officers and cadets believed that the ROTC did not portray an accurate picture of Army life. Clearly, initiatives by ROTC officials are required to solve this problem.

The study identified areas holding special

implications for the Army in general. Stability of home life, family contentment, personal freedom, geographical desirability, contribution to society, and utilization of skills were cited as negative factors associated with Army involvement. The most important value perceived as not being possible within the ROTC or the Army was independence or being free to make one's own decisions. Although these shortcomings may have been only perceptions, they did appear to affect the success of the ROTC program. In actuality, many of these restrictions, and more, may exist in non-military professions. However, since the perceptions do exist, the Army, the ROTC, and campus officials must face the challenge to recognize them and act accordingly.

In 1979, a related study performed by Hicks[32] provided information on what high school and college students thought about Army ROTC and how the ROTC cadets differed from other students, if there was a difference.

Most ROTC cadets indicated that their non-ROTC friends were neutral about their participation in the ROTC program. However, the ROTC cadets' attitudes were more positive about the ROTC than non-cadets. Non-cadets did not possess much accurate information about the ROTC; but all groups indicated that military preparedness was a good idea, that the ROTC should be an on campus program, and that the main disadvantages were the restrictions on personal behavior and the image of the program on campus.

In the study, from a list of twenty-eight previously

validated characteristics of the ROTC program, several
positive and negative findings prevailed among cadet and
non-cadet college students. Military experience was found
helpful in fulfilling a perceived patriotic duty. ROTC
instructors were regarded as competent and congenial. Join-
ing the ROTC seemed to satisfy the parents or other relatives
of the respondents. It was felt that the ROTC would be of
benefit in obtaining a civilian job. On the negative side,
it was found that the ROTC demanded too much school time and
discipline was overemphasized.

The study further indicated that the ROTC activities
should be held on campus as a viable program option.
Respondents appeared evenly divided on the need to perform
drilling and marching and to abide by hair length regulations.
Respondents in all the groups were predominantly favorable
to the use of weapons in the ROTC program on the grounds that
this activity constituted necessary training and knowledge.
However, negativism on this issue was evident from non-cadet
students, especially at non-ROTC campuses.

The biggest problems with the ROTC, from the cadets'
viewpoints, were the quality of instruction, lack of student
interest, and length of active duty obligations after
graduation.

FACULTY AND ADMINISTRATOR ATTITUDES

In 1971, Spitler[33] attempted to formulate a ROTC
program that would be acceptable to the campus institution,

the student, and the Army. Using a search of literature for historical information and a questionnaire to obtain attitudes and opinions about the ROTC, he discovered that some of the major obstacles to a sound ROTC program were faculty and administrator attitudes toward the military, the attitudes and qualifications of the ROTC faculty, academic content of the program, and financial resources available. In most instances, the ROTC faculty were given some faculty rank or title. Normally the PMS was a full professor, and other cadre were associate or assistant professors, or instructors. This arrangement did not seem to pose a problem according to the researcher.

The most variable factor identified by the study was the amount of academic credit awarded for the ROTC program classes. Some received no credit, while others received an overabundance of credit. The matter of credit was handled by the PMS and the institution with only general policy guidance from the Army. Most PMS indicated this subject was treated fairly by their institution.

This study, like others, identified the length of hair regulation as an issue affecting ROTC participation. On the related issue of wearing the uniform, institutional presidents and PMS approved of cadets wearing the uniform at appropriate times. Student respondents were opposed. Presidents and PMS favored the ROTC cadre wearing the uniform during duty hours, while students were ambivalent.

Marksmanship training on campus was favored by a

majority of PMS, although the majority of presidents and
students disapproved. PMS, presidents, and students, in
varying degrees, viewed the subject of map reading at an
academic level at least equal to other practical application
courses at freshman and sophomore levels.

When asked to provide recommendations for improving
the ROTC program, university and college presidents recommended
keeping successful ROTC cadre at the institution for longer
tours, selecting the best officers to be PMS, and giving the
PMS more authority to shape the ROTC program. Further, they
thought it would be beneficial to encourage the ROTC cadre
to get advanced degrees, add a research component to the ROTC
cadre, improve the quality of the ROTC cadre and their
understanding of academic campus activities, upgrade class-
room instruction, and make greater use of academic courses.
Finally, these presidents recommended that the ROTC arrange
for more civilian faculty involvement, establish more and
better corporation between the ROTC and the university, and
attempt to develop better public relations on campus and in
the community.

The PMS respondents recommended that all ROTC cadre
have the minimum of a master's degree; that the ROTC cadre
should have a minimum of six years Army experience; that if
the institution does not support the ROTC, the program should
be withdrawn immediately; that the military image be improved;
and that the ROTC personnel stop retreating and assume a
defensive posture with college and university administrators,

faculty, and students.

Student body presidents recommended dropping the idea of granting academic credit for ROTC, making the ROTC classes more challenging, and making the ROTC part of a national service program for all young men and women.

By sampling institution presidents, PMS, and student body presidents, Spitler gained valuable data indicating the state of the ROTC on campuses in 1971. Since this period was at the height of the Vietnam era dissention, it may be logical to assume that the attitudinal findings represented a worst case condition, but these attitudes may remain awaiting an excuse to activate.

In another 1971 study, Conway[34] reviewed literature and interviewed service ROTC representatives. His findings outlined some of the more radical attitudes of the period, especially those of the Students for a Democratic Society (SDS). The SDS demands centered on immediate withdrawal of U. S. troops from Vietnam, an end to the ROTC, and an end to counter-insurgency and police training on campus, an end to drafting and recruiting activities, and open admissions for all third world black and white working class people. The SDS was opposed to the ROTC because they felt it provided leadership for an army performing imperialist aggression, the ROTC was a class privilege, and even the ROTC people were oppressed.

The SDS strategy was to attack the ROTC program, not the students taking ROTC. Verbal and leaflet attacks were often focused on professors and the administration of the

school, and in some cases the faculty and administration participated to some degree in the attacks against the ROTC program.

The study recommended: that the services cooperate with individual institutions to develop a ROTC program comfortable with both the institution and the service; that there be continuing quality control of instruction; that only qualified instructors, with a master's degree in an appropriate discipline, be assigned to ROTC duty; that the external military aspects of the ROTC program, such as drill and wearing the uniform, be de-emphasized; and that the ROTC program be made attractive enough for students to enroll in adequate numbers on a voluntary basis.

In 1975, Wright[35] performed a study that assessed the ROTC program in light of happenings since the 1971 studies of Jay, Tankersley, Spitler, and Conway. His research was based on a literature search, visits to two colleges with ROTC, and 823 survey questionnaires from ninety colleges. Parts of the study that affect this effort indicated lack of interest or enthusiasm toward the ROTC, or any other program, by faculty and/or administration caused students to be automatically negative. This finding is important since the study also found that a vast majority of faculty and administrators did not understand the ROTC. The study indicated that campus faculty and administrators thought instruction provided by the ROTC cadre inferior to other campus professors. However, students indicated ROTC

instructors superior to civilian campus faculty.

Similar opinions were discovered in other studies.
This study indicated there may be an attitude on campuses
that the ROTC cadre should not receive faculty rank. However,
other studies did not find this as a problem.

The study recommended that PMS be assigned only if
they possessed a doctorate or were graduates of a senior
service college (the Army War College for example). Also,
it suggested that PMS should not be assigned unless they had
formal successful experience as an instructor, and that all
ROTC cadre should be selected well in advance and provided
appropriate education before arriving.

The subjects of drill and wearing the uniform were
not major issues. However, the style of uniforms worn by
female cadets received criticism, especially from female
cadets. With the entry of women into the ROTC program, it
was recommended that female ROTC cadre be assigned to the
institutions. It was further recommended that the title of
the program, ROTC, should be retained. Historically, efforts
have been made to change the name since many attach negative
connotations with it.

In a 1978 study, Monrad[36] investigated the attitudes
of university faculty academic advisers at South Dakota State
University (SDSU) toward the ROTC program. In general it was
found that the academic advisers felt that the ROTC should be
offered to students. However, many advisers lacked the
appropriate information to provide advice to the students.

While the responses to this study were mostly positive, the respondents did seem to be concerned about the reinstatement of the draft and citizens' service.

The study concluded that academic advisers had favorable attitudes toward the ROTC, and they favored voluntary rather than mandatory ROTC. They agreed that academic credit should be given for ROTC, and ROTC instructors should be given faculty rank. Personal military experience left academic advisers with positive attitudes toward the military, and most agreed that the ROTC was an important part of the SDSU curriculum.

Specific comments by respondents indicated that they may have had unfavorable military experiences themselves, but thought each individual should have the opportunity to evaluate the merits of the ROTC on their own. Others indicated that the ROTC would not appeal to them, but all students should have the opportunity to explore military service as a potential career.

The study determined that age, sex, faculty rank, and military background did make a difference in respondents' replies. For instance, those in age classification 20 to 29 years said they would not be able to give students information about the ROTC. Other age groups did not have this problem. Those with military backgrounds seemed most supportive of retaining the ROTC on campus, but they also felt that military personnel were not highly respected in society.

Female respondents were most strongly opposed to

mandatory ROTC. They also felt that academic advisers did
not play an important role in advising students.

1980 ROTC enrollment data is listed in Appendix D.[37]

SUMMARY

A review of available literature failed to reveal any
study that directly sought to identify the environmental
factors affecting the relationships between ROTC cadre, and
campus faculty and administrators. However, several studies
have identified tribulations of the ROTC program during the
Vietnam era and subsequent changes to the ROTC program and
the Army education system in general.

Other studies identified various student opinions and
attitudes about the ROTC. Understanding the ROTC, the place
of the ROTC within the institution, course content, limits on
personal freedom, quality of instruction, and opinions of
peers, parents, faculty, and administrators were all concerns
of students and prospective students.

Additional studies have identified attitudes of
various members of the ROTC and campus institutional families
about the ROTC. There is evidence that institution presidents,
academic advisers, faculty, PMS, and other ROTC cadre have
varying impressions about the ROTC. There is further evidence
that attitudes are affected by the age, sex, faculty rank, and
military experience of respondents.

To measure adequately the personal and environmental
relationship factors sought in this study, it seemed prudent
to query members of the ROTC cadre, faculty, and administrators.

Chapter 3

RESEARCH AND DESIGN PROCEDURES

This chapter consists of a description of the
eristics of the sample, the instrument, data collection
ues, and the analysis procedures used to determine the
mental factors affecting the relationship between the
dre, and other campus faculty and administrators.

THE SAMPLE

There are 287 institutions of higher education in the
States that offer ROTC programs. All fifty states,
trict of Columbia, Puerto Rico, and Guam have
tions represented in this number. One-hundred of the
:ions were invited to participate in the study. The
i to select this number was based on the researcher's
o select a representative sample while maintaining a
le data base for analysis. At each institution, the
selected were two ROTC cadre, the immediate campus
of the PMS, and a faculty member (N=400). One of
cadre was the PMS, and the other was a member of the
tructional cadre selected by the PMS. The immediate
uperior of the PMS, usually a dean or the institution
t, and the faculty member were identified and
l to participate by the PMS.

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Two military and two civilians at each institution
were selected to achieve a balanced number of responses from
the two groups. The PMS, as leader of the Military Science
Department, normally possesses the authority, influence,
and experience to successfully administer a questionnaire of
this type. Since the PMS had a vested interest in the results
of the project, he was selected as the focal point at each
campus.

The PMS was requested to select one military officer
respondent, in addition to himself, and one civilian faculty
respondent, in addition to his supervisor, to insure a good
response rate and to provide for positive, sincere responses.

The 100 institutions were randomly selected by
computer at Headquarters, TRADOC, Fort Monroe, VA, under
directions provided by the researcher.

For control purposes the Army has divided the
geographical area encompassed by all the ROTC units into
four regions (See Appendix A).[38] Therefore, to facilitate
use of this project by Army personnel, some data is displayed
by region. Table 1 gives positive evidence of the validity
of the random selection process. As an example, 37.5 percent
of all institutions with ROTC programs were located in ROTC
region 1, and 40 percent of the institutions selected for
this project were from region 1.

Table 1

Institutional Representation by ROTC Region

	Region 1	Region 2	Region 3	Region 4
Percentage of Schools in Region	37.5	23.9	22.1	16.4
Percentage of Schools in Sample	40	23	20	17

(Responses were received from 88 percent of the institutions).

INSTRUMENTATION

The background investigation indicated a number of factors that may impact on this study. However, use of a Likert-type instrument or questionnaire requiring prioritization of a list of factors would limit responses to those factors identified by the researcher. These methods might well have precluded collection of information this study was attempting to obtain. Therefore, an open-ended response questionnaire was used. Although this technique complicated the tasks of cataloging and analyzing, it enhanced the potential for measuring subliminal feelings and gaining desired knowledge.

The following open-ended question was posed: If you were giving candid guidance to an Army officer about to be assigned as a faculty member in the Military Science Department (ROTC), what three items of advice would you give to enhance specifically the success of the military member at your institution? Please prioritize your responses.

The questionnaire included a biographical section which requested age, sex, job position, academic discipline, highest degree held, prior military experience, and prior participation in the ROTC program. Additionally, both ROTC cadre respondents were requested to provide the following personal information: What was the source of your commission? What are your military specialties? Are you married? Is your spouse socially active in the community and on campus? Are you socially active?

Since the questionnaire was not standardized or validated, efforts were made to validate it. Three PMS (Central Michigan University, Ohio University, and the University of Maine) known to the researcher participated in a preliminary test of the instrument using the procedures specified for the primary effort. Analysis of results of the preliminary test led to minor modification of the instrument and procedure. Institutions that participated in the preliminary test were excluded from the actual study (See Appendix B).

DATA COLLECTION

All survey instruments were mailed to the PMS at the selected institutions (See Appendix B). In a cover letter from TRADOC headquarters, the PMS was requested to administer the questionnaires on campus. Included in the package was an unsealed envelope for each of the four respondents at the institution. The envelope contained the questionnaire, and

it was stamped and addressed to the researcher. Respondents were asked to complete the instrument, put it in the envelope, and mail it. The envelopes were delivered to each respondent by the PMS, who was instructed to describe the purpose of the study and the mechanics for completing the questionnaire.

Anonymity of respondents was insured in the following manner. The 100 selected institutions were assigned an arbitrary but unique number from zero to ninety-nine. Having accomplished this, and insuring that the sample institutions met the selection criteria for the study, the list of institutions was destroyed.

To assist in analyzing responses, the following letter code identifying respondents by type of position was assigned in addition to the numerical code for each questionnaire: A for the assistant PMS, B for the PMS, C for the PMS supervisor, and D for the faculty member. Therefore, each instrument contained a three place alphanumeric code (e. g. 29B). This code indicated a response from the PMS at institution number 29. The researcher anticipated receiving four responses from each institution, in this case 29A, 29B, 29C, and 29D. Using this technique, the researcher was able to analyze responses between types of respondents from all institutions and from respondents at specific institutions.

Follow-up on nonrespondents was not attempted. To do so would have violated the confidentiality promised by the researcher.

ANALYSIS

The open responses were grouped in various ways to assist in recognizing general categories and the frequency of occurrence of the environmental factors received. Initially, all responses were reviewed to determine categories. Although preconceived categories did not exist, most responses fell within the ten groups (See Appendix F, Table 4). Assignment of each response to a category was based on the researcher's subjective evaluation.

After development of categories, relative importance of factors, as measured by frequency of occurrence and prioritization by respondents, was tabulated and recorded (See Appendix F, Table 4).

The data was examined to determine if factors emanated primarily from one type respondent (analysis of Table 4), from specific ROTC regions (Appendix F, Table 5), from specific type institutions (Appendix F, Tables 6-10), from all respondents at individual institutions (Appendix F, Table 11), from specific age groups (Appendix F, Tables 12-13), and from women (Appendix F, Table 14).

Chapter 4

FINDINGS

In this chapter, findings about environmental factors that affect relationships between ROTC cadre and other campus faculty and administrators are presented and discussed. The institutional response rate, categories of environmental factors, frequency of occurrence and importance, and selected variables such as campus location, type of institution, and characteristics of respondents by type are addressed.

THE RESPONSE

Of the 100 institutions surveyed, eight returned one completed questionnaire, thirteen returned two, twenty-five returned three, and forty-two returned all four. Twelve institutions did not reply.

Table 2 (Appendix F) provides an overview of returns by type respondent, institution, and ROTC region. Analysis indicated that 79 percent of the 'A' respondents (assistant PMS) replied, 77 percent of the 'B' respondents (PMS) answered, 57 percent of the 'C' group (administrators) responded, and 64 percent of the 'D' group (faculty) responded.

Table 3 (Appendix F) depicts responses by ROTC region. Of the twelve institutions not replying, five were from region

1, four from region 2, one from region 3, and two from region 4.

Of the forty-two institutions with a 100 percent response rate, sixteen were from region 1, nine from region 2, eleven from region 3, and six from region 4. The return rate for region 1 was 66 percent, 65 percent for region 2, 75 percent for region 3, and 69 percent for region 4.

PRIORITY CONCERNS ABOUT ROTC CADRE

Responses to the single open-ended question on advice for new military science faculty (See Appendix B) were categorized into ten groups and a miscellaneous category. Table 4 (Appendix F) is a display by category, frequency of occurrence, and importance.

The categories of responses in Table 4 are ordered by the number of times each was listed by respondents as the most important factor. If ordering was accomplished using total choices (each respondent prioritized three choices) instead of first choices, some variations would have occurred. As example, category one, academic and social involvement, received selections totaling 219; and category three, be a good teacher and student counselor, received selections totaling 141; but category two, know the institution and ROTC, received selections totaling only 120. Therefore, categories one and three seemed to be of some concern to a large group since they received the largest total selections, but category two, because of its high first priority selection rate,

seemed to be of prime importance to a large group with few secondary selections.

Categories five through ten, although receiving a relatively small number of first selections, did receive sizable secondary selections indicating they were of concern. Significantly, these categories were mentioned primarily by military respondents. Apparently, the civilian respondents were not aware of these factors, or they placed less than tertiary importance on them.

As a group the assistant PMS respondents (A) indicated their prioritized concerns were academic and social involvement on campus (20 percent), being a good teacher and student counselor (20 percent), and knowing the institution and ROTC (18 percent). They also indicated that it was important to retain the professional military image (14 percent) and that time management was a problem (10 percent).

The PMS (B) prioritized concerns were active involvement in campus academic and social activities (22 percent), knowing the institution and ROTC (18 percent), being a good teacher and student counselor (17 percent), and retaining the professional soldier image (17 percent).

The prioritized concerns of the administrators (C) were knowing the institution and ROTC (40 percent), and being involved in campus academic and social activities (28 percent). To a lesser degree they indicated it was important to be a good teacher and student counselor (16 percent).

Civilian faculty (D) overwhelmingly indicated campus

academic and social involvement as most important (48 percent).
Secondarily, they viewed knowing the institution and ROTC as
important (26 percent).

Analyzing the total selections for each category, the
219 choices of category one, campus academic and social
involvement, were most frequently selected by non-ROTC faculty
members (D) (41 percent), followed by the administrators (C)
(34 percent), the assistant PMS (A) (21 percent) and the PMS
(B) (21 percent). Involvement in campus academic and social
life was by far the greatest concern of the non-ROTC faculty.
While this category was also of most concern to the adminis-
trators, they mentioned other factors, too. PMS and assistant
PMS responses indicated concern with campus academic and
social involvement, but their responses were more evenly
spread across the categories.

Category two, knowing the institution and ROTC, was
frequently selected by military (A&B) and civilian (C&D)
respondents as a first priority item, but it was also
selected by civilian respondents as a second priority.
Therefore, overall it appeared to be of greater concern to
the civilian respondents.

Category three, being a good teacher and student
courselor, from a total selection viewpoint, was nearly equal
in importance to the first category as viewed by military
respondents. From the civilian respondents' viewpoints, this
category was of tertiary importance, and it received
considerably fewer selections than category one.

Category four, retaining the professional soldier image, was frequently selected by military respondents with some selections from the civilians.

Both category five, time management, and category six, being public relations oriented, received military respondent selections. However, there were only minimal selections from civilian respondents.

Category seven, cadre formal education, received some selections from military and civilian respondents.

Both categories eight and nine, cost of living, and effects of a ROTC assignment on a military career, received selections from military respondents. However, there were negligible selections from civilian respondents. The tenth category, involvement in community activities, received no first priority selections but did receive other military and civilian selections.

DISCUSSION OF MAJOR FINDINGS

In this section, findings about each of the ten categories of environmental factors are discussed. A useful detailed discussion of each category, a result of the data collection, is located at Appendix C.

Campus Academic and Social Involvement (Category One)

Respondents indicated more on campus involvement by the ROTC cadre was necessary. The following paragraphs contain amalgamated respondents' comments.

The campus is a place characterized by critical thought, discussion, exploration of alternatives, and intellectual growth. There is a wide variance of attitudes toward the military, as there is about virtually all issues. Academics are protective of campus traditions, including faculty rank and tenure, and there is usually a tedious institutional decision-making process. Periodically, traditional campus issues, such as debates between the applied arts and science and the pure arts and science faculties, become heated. Therefore, tolerance, patience, and good judgement regarding involvement are required of the ROTC cadre.

The Military Science Department should be an integral part of the academic organization. They should follow campus curriculum procedures, funding should be equitable, and they should not receive preferential treatment. Good communications must exist between the PMS and his campus superior, usually a dean, and other department chairpersons. The ROTC cadre must be willing to assist academic support functions such as serving on committees.

The ROTC cadre should seek out academic disciplines important to the development of young military officers (writing, speaking, management, guidance, and counseling), and establish a professional exchange. They should seek the participation of faculty members in ROTC extracurricular activities, and reciprocate. Many faculty members, especially those who are members of the National Guard or

Reserves, would like to participate.

Campus social life is similar to that of the military. Numerous opportunities exist to participate, and ROTC cadre must participate. This involvement may be difficult for racial or religious minorities.

The personal and professional conduct of each faculty member is important. ROTC cadre should not retreat into a military enclave, and should not violate the professional teacher-pupil relationship by personal fraternization.

Know the Institution
and the ROTC Program
(Category Two)

Respondents said it was important to know the history, traditions, and purpose of the institution, the internal structure and functioning of it, and the mechanics of the ROTC program. They also mentioned the following.

ROTC cadre usually have close rapport with their students and provide a valuable guidance and counseling function. Therefore, they must know procedures for enrollment, admissions, registration, grading, scheduling, and referrals. Additionally, they must know general education (studies) requirements, the requirements for graduation, and the requirements for commissioning. Source documents for this information are the faculty handbook, the bulletin/catalog, and Army Regulation (AR) 145-1.

Military personnel usually speak a jargon spiced with acronyms foreign to academe. ROTC cadre must avoid this jargon and learn the language of academe.

ROTC cadre should read community and campus newspapers to learn and stay abreast of community-campus issues.

Be a Good Teacher and
Student Counselor
(Category Three)

Respondents cited as important good classroom performance, retention of ROTC students, special requirements for instructors, gaining academic acceptance of military science courses, providing good student advisement, and devoting the proper time to teaching. Respondents also indicated the following:

ROTC cadre are expected to be scholars in military affairs. They must be able to communicate that knowledge to academe.

Good teaching skills are required. The ROTC instructor must be a subject matter expert and a masterful presenter. The success of a ROTC program is directly related to the quality of classroom teaching.

Course content must be of university caliber, and high standards for grading must exist. Violation of these standards may lead to the loss of academic credit for military science courses.

ROTC cadre must have a genuine interest in the human growth and development of students. Students are not soldiers, and their required treatment as students may differ from the way ROTC cadre have treated soldiers. Additionally, many ROTC cadre come from a male dominated environment. Academe and ROTC are co-educational, and the cadre must adapt. This

nt should be exemplified by a good ROTC student

., academic, and career counseling program.

ROTC cadre should sharpen their speaking and writing

Involvement in the campus lecture service and taking

al college courses are suggested.

he Professional
r Image
ory Four)

The majority of respondents mentioned that profes-

ilitary traits (i. e. uniforms, saluting, and

ce) should be retained on campus, but some respondents,

and civilian, said military members should assimi-

the maximum into the environment of academe.

nts also said the following.

Soldiering is a vital and respectable profession.

o the high standards of appearance and behavior and

uniform. You're not in training to be a student, so

y to look like one.

Don't speak negatively about today's soldiers, but

ir education level, racial composition, and efficiency

nd speak of the positive programs to make the Army

Never be ashamed of being a soldier.

)ther respondents advised maintaining standards, but

). Their meaning was to maintain standards, but not

.arge problems out of such mundane issues as hair

nd the wearing of uniforms. Additionally, if using

activities that may cause annoyance, they recommended

conducting them away from the public eye and without fanfare.

A word of caution came from one religiously affiliated college. They felt their standards of conduct were higher than normally expected of military personnel.

One respondent provided a capstone comment by saying, "ROTC cadets will emulate you, both the good and the bad. Set the proper example on and off duty."

Time Management
(Category Five)

Time management was primarily selected by military respondents which may indicate that civilian respondents were unaware of the problem.

Most respondents compared the ROTC workload to that experienced in an active Army battalion, only without the equivalent support staff. Time consuming activities mentioned centered around teaching, counseling, Army and campus personnel administration, and supervision of extracurricular activities.

They also mentioned supervision, accountability, and administration of the supply room which provided support to curricular and extracurricular functions.

Time to prepare adequately for teaching was a concern of new ROTC cadre. Nights and weekends were cited as prime preparation times.

One new ROTC cadre member indicated it was difficult to determine where work began and ended each day; implying that he worked long hours.

Public Relations
(Category Six)

This category was primarily selected by military respondents. They indicated there was a critical problem getting students into the ROTC program, and consequently, the existence of the ROTC program on some campuses was in jeopardy.

Respondents said the emphasis in ROTC detachments was heavily weighted toward public relations activities. Classroom teaching was believed to be of secondary importance. Indications were that 75 percent of the cadre's time was spent with public relations. Others indicated everyone was expected to be an enrollment (recruiting) official. Activities included radio and television appearances, visiting high school students at school and at home, counseling campus students on academics and career options, and meeting with campus counselors and faculty.

Cadre Formal Education
(Category Seven)

Individual institutions had various credential requirements for faculty. For ROTC cadre, requirements were usually articulated in a letter of agreement between the institution and the Army. In many cases, new ROTC teaching cadre were required to have at least a master's degree.

Respondents indicated that to be accepted by members of academe, an advanced degree was a minimum requirement, and acceptance was necessary to achieve the necessary level of campus involvement. They also indicated the need for

in-depth knowledge, intellectual curiosity, and teaching
ability normally accompanying a person with an advanced degree.

Cost of Living
(Category Eight)

Respondents in this category were mostly military,
and they indicated the cost of living was a shock.

Respondents agreed that most ROTC assignments were
not located near a military installation. Therefore,
benefits normally afforded active duty military personnel
such as post exchanges, commissaries, hospitals, and
government housing were not available. Medical care and
housing were cited as most expensive.

Military families used the Civilian Health and
Medical Program for the Uniformed Services (CHAMPUS) for
medical care, but the program was very expensive.

Government or university housing was seldom available,
and rentals in a university town were usually scarce and
expensive. Therefore, most new ROTC cadre were required to
buy a house, an expense many had not anticipated. Over 80
percent of the military respondents owned a home at the ROTC
assignment.

Other military respondents indicated they spent up
to 1)0 dollars per month on campus involvement activities.

Effects on a Military
Career (Category Nine)

A small military element indicated a ROTC assignment
was not career enhancing. However, many of them offered

suggestions for continued professional growth: Keep current and qualified in your military specialty. Do not extend your assignment beyond the normal tour. Learn to turn down gracefully advances from students.

Involvement in Community
Activities (Category Ten)

This category relates to the first category, campus academic and social involvement. However, it was displayed separately because respondents specifically indicated the importance of involvement in community "town versus gown" activities.

Most respondents, especially faculty members, encouraged active membership in local civic and veterans' organizations (Rotary, Lions, Kiwanis, VFW, American Legion, etc.) for the purpose of visibility of the military, the ROTC, and the recruiting effort. Membership provided an opportunity not always available to military people to be personally and professionally involved with civilian leaders, and it provided an opportunity to expose ROTC students as guest speakers to the organization. Both groups seemed to benefit from the exchange. However, military personnel were cautioned to be aware that civic organizations generally exist to promote and support community causes. The advocacy of parochial, professional, or personal businesses is highly discouraged within those organizations. Therefore, the organizations should be joined with the idea of contributing to the civic cause. The military presence and participation,

if professional, was said to be worthwhile.

Miscellaneous

As indicated in Table 4 (Appendix F), 6 percent of the responses did not fall into a specific category. However, these responses did identify concerns summarized below.

Respondents said to live close to the institutions for convenience of participation in ROTC and other activities. One respondent believed assignment to a urban university made involvement difficult for this reason.

Others said be an active listener willing to accept constructive advice for the improvement of the ROTC program. Likewise, beware of any temptation to make changes since there may be strong reasons for the status quo.

Other respondents mentioned being a team player and making the assignment fun. They also recommended attendance at Dr. Janowitz's five week summer program in the social and behavioral sciences. Quotas for attendance were said to be controlled by the Military Personnel Center (MILPERCEN).

Several respondents indicated that the arrival time at the new assignment was critical. All agreed that arrival within three weeks before the start of a semester did not provide adequate orientation and class preparation time. Arrival in mid-summer or mid-semester was recommended.

Some ROTC cadre experienced long delays with military personnel administrative support. This was attributed to the long distance between the institution and the supporting region headquarters maintaining personnel records.

Others recommended ROTC cadre not discuss personal finances with campus counterparts; it was not conducive to nurturing proper relationships, and may be embarrassing to find you make more money.

One PMS summarized the categories by stating: "A campus is not like the Army. Pace, relationships, control and perogatives are all different. Attitudes are liberal. Approach with caution, learn the system, and work within it. Avoid campus politics."

RELATIONSHIP OF SELECTED VARIABLES

To determine the relationship of the categorized environmental factors to other variables, the following areas were analyzed: tendencies by ROTC region, tendencies by type institution, agreement of respondents within each institution, reported social activity compared to category one findings, tendencies based on the gender of respondents, and tendencies based on prior military service of respondents.

Tendencies by ROTC Region

Table 5 (Appendix F) displays prioritized categories selected by type respondents for each ROTC region. Analysis indicated that regions were generally consistent, and responses of each region followed closely those of the entire sample.

However, several indicators from the data suggested regional differences. Of the (A) respondents, assistant PMS, in region 1, 13 percent listed category one, academic and social involvement, compared to 24 percent, 33 percent, and

15 percent in the 2nd, 3rd, and 4th regions, respectively.
This data implies that (A) respondents in regions 2 and 3
viewed academic and social involvement as more important than
did the other regions.

Of the (B) respondents, PMS, in region 1, 25 percent
listed category one compared to 12 percent, 24 percent, and
27 percent in the other regions, respectively. This data
compared with the (A) respondents data indicated that PMS in
regions 1 and 4 considered academic and social involvement
more important than did their assistant PMS. In region 2,
the converse appeared true. (A) and (B) respondents from
region 3 both considered academic and social involvement
important.

Administrator respondents (C) in region 3, compared
to other regions, had minimal selections for category two,
knowing the institution and ROTC. Civilian respondents (C&D)
in region 4, compared to other regions, had no selections of
category three, being a good teacher.

Military respondents (A&B) in regions 1 and 2 had
more selections of category five, time management, than the
other regions. Therefore, time management may be more of a
problem for military members there.

Category seven, cadre education, seemed to be a
problem of the military members in region 1 but not in the
other regions.

Since the population of this study by region was
small, it is suggested that before making significant

conclusions, a more in-depth study be performed.

Tendencies by Type Institution

Table 6 (Appendix F) is a comparison of institutions by type with the prioritized categories selected.

Land grant institutions with voluntary ROTC programs (CC-L-E) followed the trend of listing category one, academic and social involvement, and category two, know the institution and ROTC, first. However, their selections indicated that category four, the professional soldier image, may be more important than category three, being a good teacher. But, considering all selections, being a good teacher was the second-most selected category. This phenomenon also appeared in the analysis of Table 4 for the data on all institutions. For the purpose of this study, it was sufficient to indicate that both categories were equally important.

State institutions with voluntary ROTC (CC-S-E) matched the order of categories revealed for the total sample. This was partially attributed to the large number of state institutions represented.

Private, non-secular institutions (CC-P-EX) closely followed the results from the total group. However, the closeness of categories two and three was again apparent.

Private secular institutions (CC-P-EN) deviated from the general findings. Indications were that knowing the institution and the ROTC was equal in importance to academic and social involvement, and issues regarding the professional

soldier image were as important as good teaching. These
private institutions appeared to place more importance on
public relations aspects of the ROTC than did other type
institutions.

Responses were received from other type institutions
as listed in Table 6 (Appendix F). However, there were
too few responses to conduct a meaningful analysis.

Tables 7, 8, 9, and 10 (Appendix F) provide a more
detailed view of each institutional category. They are
included in the study for those desiring to do further
analysis.

Agreement of Respondents

The similarity of responses from the respondents at
each institution provided a means of determining how well
the ROTC purposes were communicated on campus. Table 11
(Appendix F) depicts the forty-two institutions with a 100
percent response rate. Analysis of the prioritized
selections of these respondents indicated that in no case did
all four respondents agree. In three cases, three respondents
agreed. In thirty-one cases, two respondents agreed.

Comparing military and civilian respondents at each
institution, it was found that at least one military and one
civilian agreed in twenty-six cases. However, comparing
civilian respondents at each institution, only eight agreed.
The military respondents had the lowest agreement, only four.

Social Activity Compared to
Category One Selections

Military respondents were requested to indicate if they and their spouses were socially active on campus. A comparison of this data with respondents who listed category one as one of their three selections follows.

Of the seventy-seven institutions providing usable data for this analysis, 28 percent showed agreement by the majority of their respondents that category one was important and social involvement by the military members and their spouses was present. Respondents from 14 percent of the institutions agreed category one was important, but only the military member was socially involved. At 22 percent of the institutions, category one was listed as important, but by a minority of respondents. However, military members and their spouses were socially active. At 8 percent of the institutions, category one was listed as important by a minority of respondents, and there was some social involvement by military and their spouses. At 5 percent of the institutions, civilian respondents thought category one was important, but neither of the military respondents did. At another 5 percent of the institutions, military respondents thought category one was important, though the civilian respondents did not.

In no case where social involvement by military member or spouse was missing, was category one thought important by military respondents. At 3 percent of the institutions, category one was thought to be important by

civilian respondents, but there was no military social
involvement.

Age Group Tendencies

The majority of respondents (68 percent) were
between the ages of thirty and forty-five. Table 12
(Appendix F) depicts the ages reported by 275 respondents,
and it shows the categories listed by the respondents in
each age grouping. The percentage of each age group's
selection by category is shown (i. e. in age group 45-50,
22 percent listed category one, 41 percent category two,
etc.).

As described earlier, differences existed between
the responses of military and civilian respondents. There-
fore, analyzing the data by age group was necessary to
determine the number of respondents (A, B, C, or D) in each
age grouping. Table 13 (Appendix F) indicates that 88 percent
of the 30-35 age bracket were military, assistant PMS.
Seventy percent of age group 36-40 were military, assistant
PMS or PMS. Sixty-seven percent of age group 41-45 were PMS.
Ninety percent of all military respondents were in the 30-45
age groupings, while only 40 percent of the civilian
respondents were in the same range. Analysis based on age
alone did not produce results useful to this study. However,
it is significant that military respondents were generally
younger than their civilian counterparts, and adjustment by
both groups to this situation may enhance cooperation.

Degrees Held by Respondents

One-half of the (A) respondents, assistant PMS, reported holding only a bachelor's degree while the other one-half held master's degrees. One (A) respondent held a doctorate.

Ninety-three percent of the (B) respondents, PMS, held master's degrees. All (C) respondents, administrators, held doctorates. Eighty-one percent of the (D) respondents, faculty members, held doctorates.

In general the level of degree held appeared to correlate highly with the age of the respondent. To clarify this finding, the author contends that the younger military respondent's professional development does not normally provide the opportunity to attain formal education beyond the bachelor's degree. While the attainment of a master's degree may be important to the career development of a military officer, opportunities to attain the degree usually come later. Little time is provided to pursue post-master's study except in selected specialized fields. The need for large numbers of doctorate holders is not present in the military. However, the achievement of a doctorate is important in academe to support the professional development of faculty.

Tendencies Based on Gender of Respondents

Since less than 4 percent (ten of two hundred seventy-six) of the respondents were women, comparing results between men and women was not meaningful to this

study. However, based on the emergence of women in positions of importance within academe and the military, the female responses were summarized in Table 14 (Appendix F) for use in future research.

Analysis indicated that none of the female respondents were military. All listed categories one or two as first priority. Nine of the ten held doctorates. Except for one forty year-old, all were forty-five or older. Eight had no military experience, one had been the child of a Navy family, and one (the forty year-old) was a major in the Air National Guard.

Tendencies Based on Prior
Military Service

Seventy percent of the civilian respondents (C&D) indicated prior or current military or ROTC experience. The large number of respondents with this experience was surprising to the researcher. It was anticipated that the lack of military experience may cause different responses between military and civilian respondents. However, this was not the case. Differences did not appear to be attributable to the respondents' degree of military experience.

These findings will be summarized in the next chapter.

Chapter 5

SUMMARY, OBSERVATIONS, AND RECOMMENDATIONS

SUMMARY

The Reserve Officers' Training Corps (ROTC)

⸢ the majority of officers for the United States

[nherently campus-based, the ROTC program is staffed

:ated with active duty Army personnel. Proper

⸢nt of Army personnel to a ROTC assignment is

⸥ the success of the ROTC program at each sponsoring

:ion. Therefore, the Army's Training and Doctrine

 (TRADOC) is seeking methods to effectively educate,

ind orient Army personnel prior to arrival on campus.

⸥ject was conceived to support that effort.

This study was concerned with the problems which

rom one society, the military, operating within the

f another society, academe. The task was to clearly

e environmental factors, order them by frequency

rence, and relate them to selected variables.

The questions researched were: What are the

ental factors affecting the relationship between

re, and other campus faculty and administrators?

the relative importance of the identified factors

red by frequency of occurrence and prioritization

idents? What is the relationship of these factors

to campus location, type of institution, and demographic characteristics of actors?

An open-ended questionnaire was used as the data gathering instrument. The Professor of Military Science (PMS), an assistant PMS, an administrator, and a faculty member at 100 randomly selected institutions with ROTC programs were requested to participate. Sixty-nine percent of the sample population responded to the question; "If you were giving advice to an Army officer about to be assigned as a faculty member in the Military Science Department (ROTC), what three items of advice would you give to enhance specifically the success of the military member at your institution? Please prioritize your responses by their importance to you."

Additionally, each questionnaire asked respondents to provide personal demographic information.

Responses were categorized into ten general areas. In order of frequency of occurrence they were:

1. Campus academic and social involvement.

2. Know the institution and ROTC program.

3. Be a good teacher and student counselor.

4. The professional soldier image.

5. Time management.

6. Public relations.

7. Formal education requirements.

8. Cost of living.

9. Effects on a military career.

10. Local community involvement.

The civilian respondents, campus administrators and faculty members, were overwhelming in their selections of campus academic and social involvement and in knowing the institution and the ROTC program. Selections of the other eight categories were minimal.

The military respondents, PMS and assistant PMS, primarily selected campus academic and social involvement and being a good teacher and student counselor. However, their responses were more evenly divided across all ten categories than were the civilian respondents. As an example, military respondents gave some importance to time management, cost of living, and public relations; civilian respondents did not.

Determination of geographical differences was based on the territory encompassed by the four ROTC region headquarters administering the ROTC program. While variations existed between regions, there were no obvious differences.

Various types of institutions were included in the random sample of 100. Most closely agreed with the findings. However, private secular institutions seemed to deviate from the general findings. They indicated that knowing the institution and the ROTC program were equal in importance to academic and social involvement, and issues regarding the professional soldier image may be as important as good teaching. They also placed more importance on public

relations than did others.

The similiarity of responses from the forty-two institutions with all participants responding was viewed as a means to determine how well the ROTC program was known, accepted, and agreed upon on campus. Results indicated lack of consistency between responses from each institution. Therefore, lack of communication or acceptance of the ROTC program was implied.

Military respondents were asked to indicate if they and their spouse were socially active on campus. At one-half of the institutions, both were active. At some institutions (14 percent), the military member was socially active, but his spouse was not. At 5 percent of the institutions, civilian respondents thought academic and social involvement was important, but military respondents did not.

A majority (68 percent) of the respondents were between the ages of thirty and forty-five. Nearly all the military respondents were in this group. However, the civilian respondents were more evenly distributed from thirty to over sixty. Therefore, analysis by age group did not contribute to the study. However, it is important to reco;nize that some military personnel are required to interact with members of academe who are a generation or more older.

Response differences based on gender were not analyzed. Only ten respondents were female.

Development of tendencies based on the lack of prior
military service of civilian respondents was not possible.
Seventy percent of the civilian respondents had prior
military experience.

As insight for potential ROTC cadre, the question-
naire asked how many military respondents owned a home at
the current assignment. Results indicated 83 percent of
the PMS and 82 percent of the assistant PMS owned homes.
This was significant because most assistant PMS have never
owned a home, and they have limited experience and resources
to buy one.

The ten categories of environmental factors
developed are general in nature, though each will impact
to varying degrees upon military personnel being assigned
as ROTC cadre.

OBSERVATIONS

This project delineated environmental factors,
measured their frequency of occurrence, and related them
to selected variables. Results substantiate theoretical
issues formulated by authors such as Baldridge, Janowitz,
and Mortimer. Additionally, findings are supported by the
experience of the researcher. The following observations
are based on those tenets.

1. Many respondents agreed that good communications must
exist between the ROTC and the institution. However,

comparing the responses from respondents at each institution revealed that most did not agree with each other. In theory if respondents were attuned to what was required of ROTC cadre members, agreement of responses should have been high. Since the respondents were picked by the PMS, high agreement was anticipated. Even the other ROTC cadre respondent failed to agree with the PMS in most cases. Communication of purposes within the Military Science Department and between the ROTC cadre and campus faculty appeared to be lacking.

2. If the academic and military societies are as different as Janowitz, Baldridge, and others indicate, there is a significant need for both to communicate if the ROTC is to survive. On the basis of the most often mentioned factor, academic and social involvement, respondents were indicating an awareness of societal differences and mandating the need to work together and understand each other. The interest seems to exist on each side. Impetus is necessary to begin the process. Baron's article, "ROTC, The Military and Higher Education: A Call for Commitment," is part of the initiative.

3. According to Spitler, institution presidents thought the general quality of ROTC cadre and their instruction should be upgraded by attaining advanced degrees (PMS said the same about advanced degrees), and taking campus courses. However, Wright found students thought ROTC instructors were superior to civilian campus faculty. This study identified teaching

quality as the third most important factor to success. ROTC
cadre ought to be scholars in military affairs, utilize good
teaching skills, present university caliber material, and
maintain high grading standards. Other findings in the study
suggest this task may be difficult for younger officers since
they are often a generation younger than their university
counterparts, their experiences may be limited, and they
probably have not had the opportunity to attain an advanced
degree.

4.   Those doing previous research and the respondents to
this study agree that ROTC cadre should have advanced degrees.
It appears that the degree is important as a measure of
maturity, of intellectual development, and of ability to do
critical analysis of issues, not just as a status symbol.
Janowitz and others have shown the military to be traditional,
regimented, straightforward, and guided by explicit directives.
The drive to perform critical analysis of issues and the
ability to develop and explore unpopular alternatives may
not be present in young military officers. Attainment of
an advanced degree may alleviate that situation and at
least create the perception that the advanced degree holder
possesses commensurate qualifications.

5.   Many military members indicated the cost of living was
a shock. Based on personal experience, the researcher can
attest to the financial trauma. However, the lack of
civilian responses in this area is of concern. Possibly,
campus civilians do not know about the financial hardship

on the military, or they think the military member may be as well paid as themselves. However, reflecting on the lesser age and years of service of the ROTC cadre, compared to that of civilian respondents, ROTC cadre do not have financial equity to meet the high cost of living.

6. The RETO Study Group recommended ROTC students take courses in writing, psychology, military history, strategy, and management. Respondents in this study recommended they take writing, speaking, management, guidance, and counseling. Based on recent experience of the researcher, new officers from the ROTC often lack functional knowledge in each area. The success of a young officer in the military often depends on his or her ability to communicate effectively, to understand the dynamics of human relations, and to manage resources. It's called leadership. ROTC students must take certain key subjects within the university curriculum to enhance their success in the military.

7. Hicks' study revealed that students thought the ROTC took too much school time. Interestingly, many respondents to this study, mostly military, felt time management was a serious problem for the cadre, too. The researcher's experience reinforces each finding. Students often spend too much time involved in the ROTC activities to the detriment of their other academic work. They do not manage their time well. ROTC cadre, being small in number and attempting to provide the best possible program, tend to be overburdened with teaching, preparation, supervision,

administration, and recruiting. Instruction in time
management must be provided to both.

8. Spitler found that institution presidents thought the
ROTC could be improved if PMS had longer tours at the
institution. However, this study indicated that tours
beyond the normal length may jeopardize the military persons
career. Based on the researcher's experience, it is
important for ROTC cadre to remain current in contemporary
military events. Technology and strategic thinking are
continuously changing. To be absent from that environment
more than three years would make it difficult to teach
about the contemporary military, and it would impede the
effectiveness of the military person when returning to the
military environment.

9. Improving the professional soldier image on campus
was important to military and civilians alike in this study.
Janowitz also cited the military image as important, but
he indicated that the image would vary with the times.
Interestingly, respondents indicated two diverse views.
Most thought ROTC cadre should retain their professional
orientation of military appearance, military courtesies,
and other Army institutional traditions. However, some
thought ROTC cadre should join the campus; look and act like
civilian campus members, and forget military standards and
orientation. Based on the researcher's experience, the
majority of responses, and recognized differences between
the two societies, retention of the military way seems

appropriate.

10. Spitler indicated institution presidents thought the ROTC should arrange for more civilian involvement in ROTC classes to enhance cooperation between ROTC and the university, and to develop better public relations in the community. However, experience by the researcher has indicated civilian involvement may be difficult. Although many civilian faculty members have some military background, they are not always attuned to current military concepts and thought. Additionally, during the freshperson and sophomore years of voluntary ROTC, a concerted effort is made to groom and guide students into the junior and senior years where they are bound by contract. Most ROTC cadre are protective of this time and may be rightfully reluctant to share it.

11. Monrad found that age, gender, faculty rank, and military background made a difference in the attitudes of academic advisers. This study revealed that age and faculty rank may be impediments to success of the ROTC. Most ROTC cadre are much younger than their civilian counterparts. They may have less experience and maturity, and they probably have not had the opportunity to pursue advanced degrees or research. Therefore, the necessary cohesion between campus civilians and military to strengthen both societies may not be possible.

12. Wright and Monrad found that campus members did not understand the ROTC. Since some respondents for this study

were picked by the PMS, it is reasonable to assume most had
an understanding of the ROTC; and respondents indicated it
was very important for ROTC cadre to know about the ROTC and
the institution. However, findings revealed that civilian
campus respondents did not understand the ROTC. Military
changes in technology, strategic thinking, and educational
methods and programs are reflected in the ROTC. The campus
must be educated.

13. Respondents indicated that the campus decision-making
process was slow and tedious and was a significant departure
from military decision-making. This finding supports
Baldridge's assertation that the organizational character
of academe is so different from other institutions that
traditional management theories do not apply. Yet, Janowitz
says the once traditional and authoritarian military style
has changed causing them to be more civilianized and blurring
the differences between military and civilian. Based on the
researcher's experience there are at least differences of
who makes decisions, how they are made, when they are made,
what must be decided, and why they are made. Knowing the
institution would help alleviate this issue.

14. The improvement of the public relations requirement
cited by institutional presidents in Spitler's study was
also reflected in this study. The majority of respondents
citing public relations were military, and they indicated
considerable time, resources, and effort were spent on and
off campus to get students enrolled in the ROTC and to keep

them enrolled. Many indicated the heavy focus on recruiting impacted negatively on their other duties. Based on the researcher's experience, the emphasis on recruiting is for the survival of the ROTC. ROTC detachments must produce a minimum number of officers, or Congress could direct the detachment be terminated. In this study, respondents indicated there was not a cooperative admissions/recruiting effort on campus. One must exist.

15. This final observation is based partially on undertones from respondents' comments but mostly on the researcher's experience. Most PMS pride themselves in their department being treated like any other department on campus for facilities, funds, and administration. The campus political pressures created by any other method may be overwhelming. However, the researcher contends the Military Science Department is a special department. It has special faculty, special curricula, special students, special organizational structuring (two supervisors, the Army and the University), special student career placement, special funding (from the Army), special enrollment/recruiting functions, and special dedication to its mission. Academe is indebted to itself to provide the ROTC special status. The ROTC is one of the staunchest supporters of academe. The military way does not provide for disloyalty to superiors.

RECOMMENDATIONS

1. At each institution with ROTC, military and civilian faculty should establish two-way communications to define values, goals, objectives, and methods for enhancing understanding between themselves. As an example, organizational effectiveness/development sessions administered by psychology or management faculty or Army organizational effectiveness cadre may be useful to both. Factors developed in this study may be a good starting point for other initiatives.

2. Revitalize the Advanced Degree Completion Program for ROTC Instructor Duty (ADPRID) or a similar program. This program, instituted in the early seventies and since modified, provided a military officer eighteen months for completion of a master's degree at an institution. Upon completion, the officer remained and performed duties in the Military Science Department. This program allowed the military person to acclimate to the institution, establish appropriate social and academic involvement, learn the institution and the ROTC, and attain the advanced degree required by many institutions. However, prior to implementation, this recommendation should be further studied to determine the financial impact on the defense budget, effects on the individual's military career, and the personnel utilization impact on the Army force structure.

3. As an alternative to the ADPRID program, and especially for personnel already holding advanced degrees, establish a pre-assignment ROTC cadre course within each ROTC region designed to help individuals quickly adapt to academe. The findings of this project may be helpful in developing the program of instruction. TRADOC conducts a Brigade and Battalion Commander's Pre-Command Course at Fort Jackson, SC. Though different in content, the pre-command course is an excellent model.

4. Potential ROTC cadre members must be warned in advance about the high cost of living. Those with significant medical problems and those with large families should not be assigned as ROTC cadre.

5. Require ROTC students to take at least one academic course in each of the following areas: writing, speaking, management, psychology, and military strategy.

6. Emphasize to ROTC students and cadre the importance of time management through classroom instruction and guidance and counseling sessions.

7. Retain tour lengths of three years for ROTC cadre.

8. ROTC cadre should maintain the same positive, professional, military image they would on a military post. They should wear the uniform, exceed appearance and conduct standards, set the proper example, and be a proud soldier.

9. Consider civilian campus faculty involvement in ROTC classes and extracurricular activities where their interest

ertise permits. Academe should look for ways to

 the talents of ROTC cadre in their classrooms, too.

e PMS must look for opportunities to educate academe

he ROTC. Participation in seminars, presentations

ent orientations, writing and distributing fact

 briefing governing bodies, making radio and

ion appearances, and obtaining good newspaper coverage

ew suggestions. Likewise, academe should look for

nities to become more familiar with their ROTC

.

TC cadre must study, know, and understand academe.

n be done in advance by reading campus bulletins,

 handbooks, and campus and community newspapers.

nally, subscribing in advance to The Chronicle of

Education or other academe related publications will

 a knowledge of general higher education issues.

ideme and the ROTC must establish a cooperative

ased enrollment/recruiting program and public

is effort.

 Military Science Department must receive equal

t with other academic departments. However, unlike

partments, military science is not in competition

m for students. In addition to performing unique

ng functions, ROTC students come from all the campus

nts, they participate in leadership development

es in support of their academic major and career

aspirations, and they have the opportunity for initial job
placement. Therefore, academe must go beyond equal treatment
and provide for special treatment to support the ROTC.
Recruiting efforts should be supported, participation by
the ROTC in new student orientation should be encouraged by
strong, open campus support, and participation by ROTC
extracurricular activities at campus events should be
encouraged.

14. Military members must retain a professional soldier
image in the spirit their commission implies. They should
practice the SOLDIERS CREED:

"A SOLDIER is the most important person entering our
facilities.

A SOLDIER is not an interruption of our work, he
is the purpose of it. We are not doing him a
favor of serving him. He is entitled to our service.

A SOLDIER is not a cold statistic, he is a flesh and
blood human being with feelings and emotions like
our own.

A SOLDIER is a person who brings us his wants and
it is our job to handle them as expeditiously and
courteously as possible.

Take care of the SOLDIER. That's WHY we are here."

Although college students are not soldiers, could not and
should not members of the military and academic societies
be guided by this creed by substituting STUDENT for SOLDIER?

15. The author recommends the following areas for additional research.

a. Glick suggests that academe has ignored the study of the military as if it were demeaning or corrupt. If this belief is prevalent on campuses with ROTC programs, the success of the ROTC may never be fully achieved. Research needs to be done to determine prevalent feelings among faculty, students, and administrators about the study of the military.

b. During the seventies, women in large numbers began entering the military as officers and enlisted women. At the same time women began entering other areas of the world of work, nationwide. Women officers are just now reaching the age where they may be assigned to the ROTC, but none were respondents in this study. Also, there were only ten women respondents from academe, all over forty years of age. Research needs to be done to determine the impact on the ROTC--academe relationship of the increasing number of women in academe, in the Army, and in the ROTC program. Resulting research could guide the development of new ROTC curricula and provide measures for improving societal relationships.

c. As a result of university non-support and requests for removal during the Vietnam era, ROTC programs were terminated at several institutions. Recently, some of these programs were reinstated. A study to identify the specific

causes of the original removal, the rationale for
re-establishment, the current campus mood, and the prediction
of university reaction toward the ROTC when faced with
discontent in the future would be enormously useful in
identifying and addressing causative factors. Additionally,
findings may allow the academic and military societies to
plan rather than react in the future.

d. Quality control of academic departments is normally
done periodically by some faction of the institution.
Evaluation of the ROTC program is done on a continuing basis
by the Army. However, in many cases campus quality control
groups do not evaluate the ROTC program. In the interest of
cohesiveness and communication of purposes, this evaluation
may be useful. A project to develop general guidelines
and methodology for campus use in evaluating their ROTC
program would be useful. Even though the universities may
already have a system, a plan should be developed to address
the unique characteristics of the ROTC.

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APPENDIX A

STATES AND U. S. POSSESSIONS IN EACH ROTC REGION[39]

1st	2nd	3rd	4th
Connecticut	Illinois	Alabama	*Alaska
Delaware	Indiana	Arkansas	Arizona
District of Columbia	Kentucky	Kansas	California
Florida	Michigan	Louisiana	Colorado
Georgia	Missouri	Mississippi	*Guam
Maine	Ohio	New Mexico	*Hawaii
Maryland	Tennessee	Oklahoma	Idaho
Massachusetts	Wisconsin	Texas	Iowa
New Hampshire			Minnesota
New Jersey			Montana
New York			Nebraska
North Carolina			Nevada
Pennsylvania			North Dakota
Rhode Island			Oregon
South Carolina			South Dakota
Vermont			Utah
Virginia			Washington
West Virginia			Wyoming
*Puerto Rico			

* Outside CONUS

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APPENDIX B

QUESTIONNAIRE PACKET

FOR THE PROFESSOR OF MILITARY SCIENCE

Inclosed are survey forms which serve dual purposes. The undersigned researcher, a potential new PMS, is collecting data in support of a doctoral project. In conjunction with TRADOC, an area requiring attention has been identified. Once the environmental factors affecting the relationships between ROTC cadre, campus faculty, and administrators are identified and analyzed, efforts will be made within TRADOC to devise a method to assist newly assigned ROTC cadre in better acclimating to the campus environment. When available, results of this research effort will be provided to regions and instructor groups.
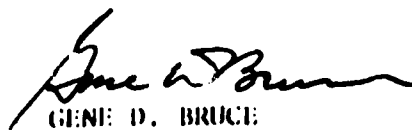
Your participation in this study is the key to its success. The end result should provide new insights for the success of the ROTC program.

You will notice that there are four packets inclosed. They are marked A, B, C, or D. Please ask the following individuals to respond and return the packet directly to me.

A. One of your assistant PMS, preferably a captain or major with a family.

B. (To be completed by you.)

C. The academic officer (dean, vice-president, etc.) on campus to whom you report.

D. A faculty member of your choice who would be interested in participating in this study.

Each packet contains the same basic information: a letter explaining the purpose of the study, a request for biographical information on the respondent, and an open response question. However, the packets for you (B) and the assistant PMS (A) do request more indepth biographical information.

Request you take time from your busy schedule to assist in this study. Thank you.

GENE D. BRUCE
LTC, Signal Corps

DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
FORT MONROE, VIRGINIA 23651
Office of the Deputy Chief of Staff for ROTC

ATRO-O-SR

3 JUN 1980

Lieutenant Colonel Gene D. Bruce
1470 Jordan Avenue
Crofton, MD 21114

Dear Colonel Bruce:

Your research proposal has been reviewed by members of my staff, and we support your efforts. The information which you will gather should be invaluable to the ROTC program and to our efforts to improve the program so that we may produce 10,500 highly qualified officers for the active and reserve components by 1985.

LTC Tom Boyd and Dr. John Weldon will provide available data which you may need in your efforts. Contact them if you need assistance. In view of the dynamic nature of the contemporary ROTC program, we would welcome the opportunity to review your draft dissertation to ensure that current information is included.

Good luck in your academic pursuits.

Sincerely,

DANIEL W. FRENCH
Brigadier General, GS
Deputy Chief of Staff for ROTC

Dear Respondent,

Enclosed is a questionnaire that you are requested to complete. The instrument has been developed by the undersigned researcher with the approval of the U. S. Army. It is part of a doctoral research effort and will also be used as the basis for follow-on efforts by the Army to improve the ROTC-campus relationship.

This project seeks to identify the predominant factors affecting the relationships between ROTC cadre, and other campus faculty and administrators.

The results of the analysis portion of this study will be used as the basis for development of a training package to assist newly assigned military cadre and their families in adapting to the ROTC campus environment. Campus faculty and administrators should find the results helpful in understanding and integrating the ROTC family into the society of academe.

Your cooperation in completing this form is appreciated. Upon completion of the project, results will be made available through ROTC channels to the Professor of Military Science (PMS) at your institution. Thank you for your participation.

Sincerely yours,

Gene D. Bruce

P. S. Upon completion of the questionnaire, please mail it in the envelope provided not later than 15 November 1980.

Biographical Information on Respondent

Age: _____   Sex (M or F): _____

Current campus job title: _____

Highest degree held: _____

      Academic discipline: _____

What are your OPMS specialties? Primary_____

                       Alternate_____

What is the source of your commission?_____

Are you married? _____

Is your spouse socially active in campus activities?_____

                             Are you?_____

Do you own a home at this assignment?_____

Open Response Question

If you were giving guidance to an Army officer about to be assigned
as a faculty member in the Military Science Department (ROTC), what
three items of advice would you give to enhance specifically the
success of the military member at your institution? Please priori-
tize your responses by their importance to you.

1.

2.

3.

Response codes are for correlation purposes. No records have been
kept to associate responses with specific institutions or individuals.
DO NOT PLACE YOUR NAME ON THIS INSTRUMENT.

                                   Response Code_____

Age: _____   Sex (M or F): _____

Current campus job title: _____

Highest degree held: _____

      Academic discipline: _____

Have you had active military service (Yes or No)? _____

      If yes, when were you discharged? _____

      Highest rank held? _____

      If no, do you have Reserve or National Guard
      experience (Yes or No)? _____

Did you ever participate in the ROTC program (Yes or No)? _____

Open Response Question

If you were giving guidance to an Army officer about to be assigned
as a faculty member in the Military Science Department (ROTC), what
three items of advice would you give to enhance specifically the
success of the military member at your institution? Please priori-
tize your responses by their importance to you.

1.

2.

3.

Response codes are for correlation purposes. No records have been
kept to associate responses with specific institutions or individuals.
DO NOT PLACE YOUR NAME ON THIS INSTRUMENT.

                                     Response Code _____

APPENDIX C

DETAILED DISCUSSION OF FINDINGS

In this section, each of the ten categories of

imental factors is discussed in order of first

:y selection by respondents. The analysis of each

:y is a consolidation and ordering of the most often

concerns and recommendations of respondents.

Academic and Social Involvement (Category 1)

For purposes of discussion, responses in this

:y are summarized and divided into three parts: facts

:ceptions of academe, acts that the military member

perform, and acts that should be avoided. Respondents

to indicate more involvement of the ROTC cadre was

.ry.

A college campus is the place for critical thinking,

ion, exploration of alternatives, and generally a

o grow intellectually. Military personnel should

a wide variety of positive and negative attitudes

the military and the presence of the ROTC program

us. In keeping with the academic inquiry as,

, tolerance of individual opinions is t

arious factions do not favor or supp

support it. Because of the nat

will always be discontentment over all issues--including
military ones.   Seldom, if ever, will a unanimous opinion
exist.

Colleges have traditions of which the faculty are
very protective   Faculty members have rank earned through
time of service and contributions to the total college
effort just as military members have earned rank.   It is
important to learn quickly traditions, rank structure,
prerequisites, and chain of command of each institution.

The decision-making process on a campus will probably
differ considerably from that previously experienced by a
military person. Most colleges have an academic senate
and/or a committee system to make decisions or to advise the
administration. This is usually a slow, tedious process
since many of the faculty want their input to be heard.
Patience with the process is important.

While college faculties may be skeptical of all new
faculty, it is important for the new military member to
learn the decision-making process of the institution and
work within that system. Thus, they will be accepted by
most of the faculty.

As part of academe, it is important for military
members to understand the importance of seemingly small
rituals. The military encourages unambiguous, straight-
forward communications, but academe often prefers qualified
statements. Both approaches are of value, and acceptance
of communication styles helps in cooperation.

In academe there is often conflict over the importance of applied arts and sciences versus the pure arts and sciences. Since military science is usually considered an applied art or science, military members should remember this issue is a traditional one, and to become deeply involved in defending either argument is probably not productive.

In adjusting to the academic environment, the military person must understand that the Military Science Department and the ROTC program are only parts of the total curriculum. Acceptance and support of the military faculty and the ROTC program are usually enhanced if they are a regular part of the institution's structure. The Military Science Department should report through the institution's chain of command, curriculum changes should follow institutional procedures, and funding should be equitable with other academic departments. Preferential treatment within academe, even if imagined, can cause consternation.

While the academic environment differs from the military in some regards, the social environment in most cases is similar. Faculty wives' clubs equate to officer wives' clubs in the military. Although officers' club equivalents do not generally exist, a myriad of social activities take place at various campus facilities, private homes, and community sites. Joining the local "newcomers group" is one excellent way to make the initial step into

the social world. However, unlike the military officers' club, membership is not required nor necessarily encouraged.

Many times the military person will have to work at social involvement. This involvement may be particularly difficult for a white cadre member at a historically black college or vice-versa. Similarly, a military person of one religious faith assigned to a college of another religious faith may prove difficult for social involvement.

To perform the positive acts necessary to be successful on the college campus, the PMS is the key individual. Many officers have no conception of the duties and responsibilities of the PMS. There is no other job to compare to it. The success or failure of the ROTC program is directly proportional to the involvement and direction provided by the PMS. Acceptance of the ROTC by the institution and the student body is obtained through the efforts of the PMS.

The military members represent the Army as well as themselves. Their actions will be remembered long after they depart for another assignment. Therefore, they must strive for perfection in all matters of integrity.

They must be prepared to take an active interest in and make personal contributions to the university program. This participation will fuel the perception that military members are a part of the institution rather than tangent to its purpose.

Military cadre should seek out disciplines such as

written communications, public speaking, leadership,
management, and counseling which meet some of the basic needs
of military officers. Invite representatives of these
disciplines as guest instructors and reciprocate where your
expertise permits. Demonstrate the utility of military
science courses to these disciplines.

In addition to inviting other members of academe to
participate in the military science academic program, ROTC
cadre should seek their participation in ROTC leadership
development activities such as adventure trips, dining-ins,
scholarship boards, orienteering meets, etc. Again, where
appropriate, it is important for the military member to
reciprocate by coaching or assisting in an area of personal
expertise, or advising a club, fraternity, or sorority, etc.

Specifically, they should seek involvement of
faculty members in a reserve service component or a retired
status. They often provide useful, empathetic help and
advice based on local experience. This group may also assist
in coordination and cooperation between the ROTC and local
reserve components for adventure training and facility use.

Usually the Military Science Department is part of
an academic unit, either a school or college, within the
institution. Military faculty should recognize the
importance of communicating with their academic superior and
keeping him/her informed. It is also important to develop
and nurture good relationships with the other department
chairpersons in the unit. As a member of this group, the

military person will help make policy and budgetary decisions important to the unit. It is important to communicate well--especially listen!

Informal social and formal academic contacts between regular faculty and the ROTC faculty advance respect for the ROTC program and its cadre. Members of the cadre and their spouses should seek opportunities of involvement by serving on university committees, participating in a university lecture service, etc. Most regular faculty are aware of the varied experiences of military officers and would welcome closer contacts with the ROTC cadre, but because of the short military tenure on campus, they often fail to take the initiative. Therefore, the initiative should be taken by the military person for social and academic contacts.

As indicated by one civilian respondent, military faculty should, above all, maintain a sense of humor. Academics are inclined to be stuffy and obtuse. Professional military can provide a very healthy and much needed dose of the practical side if they can "zap the old professor" with a touch of humor as often as possible.

For ROTC cadre, the officers' code regarding personal and professional conduct is an excellent behavioral guide. The basic conduct expected of an officer in the military usually meets the requirements on campus. However, numerous "Do Nots" were cited by respondents.

Military faculty should not behave in a manner which is contrary to good order and discipline. They must maintain

a purely professional relationship with students. With the
ROTC emphasis on recruiting and retention of students, close
personal relationships develop as a matter of course. The
professional relationship between teacher and student must
not be violated. Military faculty must avoid compromising
situations and fraternizing with students.

Military science professors should give their courses
some degree of difficulty and substance so that the grade
assigned reflects the student's grasp of the material. Do
not give an unusually high percentage of A's and B's at grade
time. This practice raises suspicion that the ROTC cadre
are using grades as recruiting and retention tools.

Military science students may tell military faculty
that the press of academic work and extracurricular
activities are preventing them from doing their best job in
military science classes. Do not believe it. They usually
tell their other instructors that military science require-
ments are keeping them from their studies.

ROTC cadre should not become involved in campus
political or other controversial issues. The ROTC cadre are
considered transcients by the faculty in general, and any
efforts made to improve campus conditions that do not have
direct bearing on the ROTC program may be perceived as
unwarranted meddling. Focus attention on excellence of the
ROTC program and do not try to impact on other programs or
politics on campus.

ROTC cadre should work hard to enhance the

all-round image of the ROTC on campus and not retreat into a military enclave. Since the ROTC cadre are small in number, the tendency is to become introverted. Conversely, the cadre must work closely to produce a good program, and as with any small group, special efforts must be made within the group to enhance teamwork and cooperation. Do not bicker or cause dissension within the group.

A list of DO's and DON'Ts provided by one of the respondents is included at Appendix E. It is an integral part of that insitution's new personnel orientation.

Know the Institution and the ROTC Program (Category 2)

This was the second most selected first priority category. Respondents were obviously concerned that the ROTC cadre did not understand their institutions or the place of the ROTC within them. Generally, they said it was important to know the history and traditions of the institution, the internal structure and functioning of it, and the mechanics of the ROTC program. Methods of acquiring this knowledge were offered.

Every institution has a history and a sense of why it exists. Knowledge of this history is important for the military faculty since it will give an indication of the academic focus. The faculty handbook, if one exists, and the catalog will usually provide the institution's requisite information.

Recognize that the ROTC program is considered, at

most institutions, as an academic department, usually
entitled the Military Science Department. Therefore, faculty
members of that unit are expected to fulfill the role of
faculty in terms of qualificatons, duties on campus,
interaction with other faculty, etc. The PMS can expect to
be interviewed by the administration, before and after
assignment, just as any other department head. Therefore,
especially the PMS must do in-depth homework on the
institution.

In addition to history, it is important to learn the
internal traditions, rank structure, and chain of command of
the institution which may differ considerably from that
experienced previously by the military member.

The ROTC cadre usually have excellent rapport with
their students and consequently perform a valuable guidance
and counseling service to them. Therefore, it is vital that
the cadre know institutional procedures regarding enrollment,
registration, housing, grading, placement, scheduling, and
referrals.

While informal academic, personal, and career guidance
and counseling are important functions performed by military
science faculty, they must also know when to refer students
to other entities on campus, especially the more formal and
in-depth services provided by campus guidance and counseling
centers.

Many institutions are re-instituting or have installed
general education (studies) requirements for all students.

The core of subjects varies by institution, and in some cases military science courses are included. The ROTC cadre must be aware of the requirements and advise their students to the best benefit of the individual student.

Knowledge of the institution's graduation requirements is important so that ROTC students can be advised and plan their Army commissioning in conjunction with graduation. Cases have occurred where after formal commissioning ceremonies individuals discovered they did not meet all of the requirements for graduation. Discrepancies of this type can be avoided by properly advising ROTC students before their last semester.

The new ROTC cadre member must adapt to a new set of administrative regulations and procedures. In addition to the expected administration for military personnel, there are institutional faculty regulations, student personnel administration, both for the institution and for the Army, and specific ROTC region related procedures. This myriad of administration is important to the entities served. It must be quickly learned and understood if the ROTC cadre member is to function efficiently.

As an institution of higher learning, the campus emphasizes the free exchange of ideas. It is a time for students to explore options and to develop individual philosophies. The military person, usually mission oriented with a "can do now" attitude, must adjust to the relatively slow pace of academe. Outside the Military Science Department,

it is more appropriate to "ask or suggest" than to "order."

To learn about the institution and the ROTC, Army Regulation (AR) 145-1, Senior ROTC Program Organization, Administration and Training, should be studied and totally understood prior to the new member arriving on campus. Various region and TRADOC regulations supplement AR 145-1. These should also be studied.

It is important to adapt rapidly to the academic environment. The military uses many acronyms, abbreviations, and other forms of communication peculiar to the military. Academe has its set of unique symbologies, too. Therefore, new military faculty members must attempt to purge their vocabulary of "militarese" and learn "academese."

To assist with this learning, new ROTC cadre should read campus and community newspapers to become familiar with campus-wide issues.

Be a Good Teacher and Student Counselor (Category 3)

This category received the third-most first selections and the second-most total selections by respondents. Good classroom performance, retention of ROTC students, special requirements for instructors, gaining academic acceptance of military science courses, providing good student advisement, and devoting the proper time to teaching were cited by respondents as important. Their most often cited specific comments are summarized in the following paragraphs.

It is important for ROTC cadre to be fine examples of soldiers by demonstrating accumen for leadership skills

and by being scholarly in military affairs. They must be prepared to adjust their methods of instruction and manner in dealing with people. Normally, there is no requirement for students to take military science courses. Students will take military science courses only if they want to. Therefore, ROTC cadre must make the adjustment from prior service roles as commander or staff officer to the role of a teacher. The new ROTC cadre member must understand how to treat students versus how they may have dealt with soldiers. The new member must be human-relations oriented, speak to people, smile at people, call people by their first names, be friendly and helpful, be cordial, have a genuine interest in people, be generous with praise, be considerate of the feelings of others, be thoughtful of the opinions of others and be alert to give and accept advice. They should remember that they represent the Department of Defense to the students and therefore should be professional.

.s an instructor they must be subject matter experts and excellent presenters. Students flock to classes taught by capable and proficient professors who make their classes interesting. Students often enroll in classes because of the instructor rather than the subject matter. Success of the ROTC program is measured in part by the number of students enrolled. Therefore, excellence in teaching is required.

Recruiting, admission, and enrollment of first-year students in the ROTC is important. However, retention and education of quality ROTC students is equally important.

The primary function of the job is the transformation of a new student to a well qualified commissioned officer.

To be a good teacher, it is important that the new ROTC cadre be schooled in the fundamentals of teaching. Most civilian professors have extensive teaching experience, have developed methods of instruction, and have individual lesson plans. Although the military faculty may have experience at briefing or teaching at service schools, they usually lack experience teaching at the university level. Therefore, it is important that new military teachers learn a variety of instructional techniques and adapt them to the campus environment.

Teaching skills possessed by most military officers are helpful. The structured military environment often leads to a well organized and structured classroom environment. Because military personnel have a three year ROTC assignment rotation, the constant turnover promotes new ideas and inhibits stagnation in the curriculum. However, the authoring and use of detailed lesson plans are very useful to the new cadre in providing continuity and cohesion in the instructional program.

Another area in which new ROTC teachers need to be sensitive is in dealing with female students. During the 1970's, women began shedding their more traditional roles, and began taking a more prominent place in the world of work. In line with this adjustment, women have become increasingly involved in the military for short and long term career

purposes. Therefore, the new ROTC teacher, who may have come from a male-dominated environment, must be prepared to cope with female subordinates, peers, and superiors in academe. More importantly, they must be able to accept and teach, without bias, females in the ROTC program. Military members must especially avoid fraternization between teachers and students.

Military teachers must be prepared to teach at institutions that espouse philosophies different from their own. Examples are historically black, non-coed, or religious affiliated institutions.

Acceptance of military science classes by academe will depend upon the quality of instruction presented. Unfortunately, some institutions do not give academic credit to military science courses. Where possible ROTC cadre should strive to meet the academic requirements of the institution and gain academic acceptance of military science courses.

Providing academic, career, and social counseling is a part of the teaching function in the Military Science Department. ROTC cadre usually relate demographic, asperational, background, and academic major and minor data to ROTC opportunities. ROTC cadre must study carefully the campus academic programs and their relationships to the ROTC programs in order to provide academic advice and assistance to ROTC students. However, caution must be exercised that ROTC cadre do not overstep their bounds and interfere with

the academic counseling of other departments. The best
solutions are to help students identify their problems and
refer them to the appropriate counselor or meet with the
student and their academic advisor.

Be prepared to provide teaching and counseling
assistance on weekends and evenings. Often these are the
only times available for group training, especially extra-
curricular activities. ROTC cadre must be prepared to work
on the student's time.

Retain the Professional Soldier Image (Category 4)

This fourth-most selected category was very
controversial. The majority of respondents mentioned that
professional military traits should be maintained on campus.
Although some respondents, military and civilian, felt the
military member should assimilate completely into the
environment of academe.

As a minimum the new ROTC cadre member should prepare
to enter into an environment markedly different from the
military. However, they must be prepared to maintain and
improve their professional standards. They must display
pride in themselves, their ROTC unit, and the Army. They
should not "badmouth" the present day soldier. Information
on our soldiers is typically presented in a negative light.
They should not lend support to the negativism the soldier
has received via the news media. They must know about the
soldier: the role if required to fight, the soldier's
education level, and the racial composition of the Army.

They must be prepared to discuss the Army's affirmative
action program, and in general be knowledgeable and able to
articulate the contemporary Army.

The new cadre member must exhibit esprit-de-corps--
pride in being a soldier, the feeling that soldiering is a
vital and respectable profession, and that the nation and
all of the individuals within it depend on the abilities
and courage of the military. The ROTC cadre member must be
able to relate well to both faculty and students, and to
discuss issues intelligently. Above all the ROTC cadre
member must be enthusiastic. This includes hard work and
willing participation in campus and community activities.
In short, they must be proud to be a professional soldier.

ROTC cadre should hold onto the standards of
discipline practiced in the service. They should be proud
to represent the military, wear the uniform, and be part of
the profession. They should not try to look or act like a
student. They are educating students to be military
officers; they are not in training to be a student.

Not all respondents agreed with the above philosophy.
Some indicated the following about ROTC cadre: forget
military discipline and try to assimilate into the academic
community, maintain standards, particularly haircuts, that
fit the peer group rather than the military, conduct campus
business in civilian attire because the uniform creates
barriers to effective communications, disregard military
standards and discipline because no one in the ROTC program

expects you to maintain the same high standards you set for
yourself in previous assignments.

Some respondents provided compromises: be flexible
to the academic institution to which you are assigned,
military bearing must be maintained, although academic
personnel are far less structured, be professional and
maintain standards but softly so. Some will be turned off
by any military uniform or activity, but this need not bear
on the overall performance of the ROTC unit. Those who
support the program will help insure success.

Some respondents who seemed to support the ROTC
program suggested that time and energy devoted to "war
gaming" (referring to extracurricular Ranger-type activities)
not be channeled into academic pursuits in the military
science classroom.

Some respondents from religious affiliated
institutions implied that professional standards expected
of their faculty may be higher than those normally expected
from the officer corps.

Other military respondents indicated the normal
division of work between officers and enlisted persons must
be adjusted. In the rank heavy atmosphere of a ROTC unit,
small unit dynamics must be smooth. There are no troops to
perform routine support tasks. Work must be shared. Officers
and noncommissioned officers alike must type, drive vehicles,
carry equipment, teach, inspect, etc.

One respondent best summarized this category when he

said, "ROTC cadets will emulate you--both the good and the
bad. The (military member) officer must always set a
professional example both on and off duty."

Time Management (Category 5)

This category was listed primarily by military
respondents which may indicate that civilian respondents
were unaware of the long work hours spent by ROTC cadre,
or they did not consider the time factor as a prime
consideration.

A ROTC assignment is not a nine to four job where
cadre teach several classes and then have nothing to do the
rest of the day. Those who come to the assignment with that
belief are in for a shock. Some respondents compared the
administrative workload to that in an active Army battalion.
However, the requirements of university administration
(budget, schedules, grades, scholarships, etc.), normal
military personnel administration for the cadre, faculty
personnel administration, and ROTC student personnel
administration (enrollment, oaths, physical examinations,
aptitude tests, record-keeping, summer camp, regular army
selection, branch selection, commissioning, etc.) would
probably overwhelm any battalion administration section.

Respondents said the recruitment and retention of
students was of utmost importance, and there was little
use in being a fine teacher unless there were students to
teach. Recruiting is covered in detail in the following
section, but suffice it to say, a great deal of time is

involved.

Respondents indicated that as an extension of the
classroom, most ROTC units sponsor leadership development
activities as part of the curricular and/or extracurricular
programs. These activities include survival training,
drill and ceremonies, orienteering, marksmanship, or other
practical application subjects. In each case at least one
ROTC cadre member is involved in supervising, training,
transporting, and evaluating the participants. Significantly,
because of constraints on the student's time, these
activities are conducted evenings and weekends.

Compounding the time problem is the requirement to
support these activities logistically. Therefore, a normal
company-sized supply room is staffed at most ROTC units to
provide proper clothing and footgear, training materials,
subsistence items, weapons, and ammunition. The
requisitioning, issuing, maintenance, and accounting for
this support takes considerable time.

Because of newness to the academic environment, new
military instructors require considerable class preparation
time. The normal duty day does not provide adequate time
for this, so nights and weekends are necessary for lesson
planning.

One respondent suggested limiting the work week to
forty hours, regardless. This suggestion was made to
prevent the job from controlling the life of the new ROTC
cadre member. However, this suggestion was not in keeping

with what most respondents felt were their primary duties.
It also seemed difficult to determine where work-related
responsibilities began and ended. Most military respondents
implied that ROTC was a twenty-four hour a day job, seven
days per week.

Public Relations (Category 6)

This category was listed primarily by military
respondents. Had civilian respondents listed it as
frequently as the military, it would have been the third
most popular category. Responses seemed to imply a critical
problem in getting students into the ROTC program, and the
existence of the ROTC program on some campuses may be in
jeopardy.

Respondents indicated that the emphasis in ROTC
detachments was heavily weighted toward recruiting and
public relations activities. Classroom teaching was
believed to be of secondary importance. There were
indications that some military personnel spent 75 percent of
their time with public relations activities which included
radio and television appearances, visiting high school
students at school and at home, counseling campus students
on academics and career options, and meeting with campus
counselors and faculty. Others indicated that in ROTC
everyone was an enrollment (recruiting) officer. Some
civilian respondents also listed recruiting of good students
as the most important function ROTC cadre must perform.

As previously explained, there is a difference

between the campus academic environment and the tactical unit
setting from which most young ROTC cadre members come. The
"hard core" discipline, structure, and chain of command are
not present to the same degree on campus. New ROTC cadre
must adapt rapidly. They must be aware of reports in the
media on military subjects and be prepared to respond
intelligently to the queries that quickly follow each report.

When recruiting, it is important to develop sales-
manship techniques compatible with the target population and
the institution. ROTC cadre must recruit in coordination
and cooperation with the institution's admissions office.
This effort will insure ROTC cadre compliance with
institutional enrollment policies and will provide an
opportunity for institutional officials to assist the ROTC
recruitment effort.

Retention of ROTC students is included in the
recruiting category, although several other categorical
responses relate to recruiting. Campus academic and social
involvement, the most selected category, implies more
interaction by the ROTC cadre with academe. If institution
officials are to help with ROTC enrollment, this interaction
is essential to familiarize academe with the ROTC program.
Being an effective teacher and counselor has proven valuable
in retaining ROTC students. Upholding the professional
military image helps retain students who are already familiar
with the military manner. Since many campus young people
are still forming their basic philosophies of life and making

initial career decisions, ROTC cadre must adjust their
methods accordingly. It should be remembered that ROTC is
voluntary in most cases, and the creation of a perception of
an officious military stereotype will not enhance the ROTC
program. However, to relax military standards is equally
damning to a program. The "we want to join you" philosophy
has a negative connotation and will drive students away.
There is a happy medium between these extremes. Finding
and practicing in that medium is the challenge.

Cadre Formal Education (Category 7)

Individual institutions have various credential
requirements for faculty members. For ROTC cadre, require-
ments for credentials are usually articulated in a contract
or letter of agreement between the institution and the Army.
In many cases, new ROTC teaching cadre are required to have
at least a master's degree. If the Army were to fill all
ROTC cadre positions with holders of advanced degrees,
other highly skilled military jobs requiring advanced degrees
would not be filled. This means some ROTC officer cadre will
arrive without an advanced degree.

Respondents indicated that to be accepted by members
of academe, an advanced degree is a minimum requirement, and
acceptance is necessary if the desired level of involvement
is to be attained. Also implied is the need for in-depth
knowledge, intellectual curiosity, and teaching ability that
normally accompanies a person with an advanced degree.
Others indicated the need for ROTC cadre to take college

courses while at the institution to learn more about the institution, to explore a subject in-depth, and to provide academe the opportunity to know the military member.

Respondents indicated to enroll in a course occasionally may be possible at most institutions, but the time requirements of the ROTC job normally did not allow for class and study time. Therefore, the formal education of cadre is a serious issue. An advanced degree is perceived as a requirement for campus survival, but the ROTC cadre member is not afforded the time to attain it.

Cost of Living (Category 8)

This category was the eighth-most listed concern. With the exception of one administrator, the respondents were all military. Possibly civilian members of academe are not aware of the financial implications for a military person, or they realize there is nothing they can do about it, or concern is not great because military pay is equivalent to or greater than that of other faculty members. However, respondents indicated that the cost of living on or near a campus was a shock.

Most ROTC assignments are not located in the proximity of a military installation. Therefore, the benefits normally afforded active duty military such as post exchanges, commissaries, hospitals, and government housing are not available. Of these benefits, medical care and housing are the most expensive.

While medical and dental care are provided for active duty members on a contractual basis with local medical facilities, medical care for dependents is usually provided by a local doctor and/or hospital under the CHAMPUS program. However, under CHAMPUS considerable expense can be incurred. An annual deduction of 50 or 100 dollars plus 20 percent of the allowable charges for each medical service performed must be paid by the military member. Although this expense does not appear significant, the 20 percent cost can be significant depending on the amount of care provided. Equally significant is the fact that the CHAMPUS allowable cost is often much less than the actual medical fee. The military member must pay the difference. Military members with extensive or anticipated family medical expenses should heavily weigh this consideration before accepting an ROTC assignment.

Government or university housing is seldom available, and rentals in a university community are usually scarce and expensive. Therefore, most new ROTC cadre must buy a house. Of the seventy-nine assistant PMS respondents, sixty-five owned a home at their ROTC assignment. Similarily, 83 percent of the PMS owned homes. This was a considerable expense not previously encountered by most young military people. Most did not have equity from a previously owned home, and they usually had limited capital and credit. Therefore, it was often necessary to borrow money, pay high interest rates, and be burdened with large monthly payments.

There are other expenses, too. Several respondents indicated that they spend 75 to 100 dollars per month on university involvement activities, all of which were deemed necessary to the job and for which there was no reimbursement.

Although the frequency of occurrence of the cost of living category was relatively small, there were indications throughout the responses that this was a serious concern. However, it appeared that the military respondents were coping with the problem and pursuing their campus mission with enthusiasm in spite of considerable personal expense.

Effects on a Military Career (Category 9)

There appeared to be a small military element that perceived a ROTC assignment to be non-career enhancing. While this perception may have had its roots in the Vietnam era, the Army took steps during the 1970's to enhance the image of both recruiting and ROTC assignments. This action was primarily manifested by the assignment of highly qualified personnel and by the creation of ROTC region headquarters to provide for control and support of campus ROTC activities.

To help insure positive military career advancement, several recommendations were offered for ROTC cadre: Keep informed and qualified in your military specialty. If in mid-career, do not extend your assignment beyond the normal tour. For officers and enlisted persons alike, mid-career is the time when a variety of key assignments is important to develop individual potential for future assignments; ROTC

is only one of those assignments.

Learn to tactfully turn down any real or imagined student advances. Fraternization of this type will surely end your career.

Enlisted cadre often are uncomfortable in the academic environment. Because of their lack of confidence, which is often the result of a lack of formal education, they have difficulty adapting. This is unfortunate because the same talents they offer to a regular unit are usually desperately needed in the ROTC detachment.

In spite of some negative perceptions, others believed a ROTC assignment was very career enhancing. Most ROTC cadre made regular promotions, and many were selected for advanced military schooling.

Involvement in Community Activities (Category 10)

This category relates to the first category, campus academic and social involvement. However, it was displayed separately because responses specifically indicated the importance of involvement in community "town versus gown" activities.

Most respondents, especially faculty members, encouraged active membership in local civic and veterans' organizations (Rotary, Lions, Kiwanis, VFW, American Legion, etc.) for the purpose of visibility of the military, the ROTC, and the recruiting effort. Membership was said to provide an opportunity not always available to military personnel to be personally and professionally involved with civilian leaders,

and it provided an opportunity to expose ROTC students as guest speakers to the organization. Both groups seemed to benefit from the exchange. However, military personnel were cautioned to be aware that civic organizations generally exist to promote and support community causes. The advocacy of parochial, professional, or personal businesses was highly discouraged within those organizations. Therefore, these organizations should be joined with the idea of contributing to the civic cause. The military presence and participation, if professional, was said to be worthwhile.

Other respondents mentioned that the use of ROTC students and ROTC sponsored organizations to support civic functions was governed by regulation. However, there were opportunities for exposure to and support of the civilian community such as using the Orienteering Team to support local and regional meets, using the Ranger Club to support local land conservation and environmental preservation activities or to assist Boy Scout programs, using the Marksmanship Club to support local National Rifle Association activities and hunter safety classes, and using the Drill Team for halftime performances at local athletic events and participation in local parades.

Respondents indicated involvement of ROTC elements in the local community was for public relations as well as leadership development for ROTC students. They recommended caution be exercised so that students do not become overcommitted and overlook their academic pursuits; for many

students it may be more fun to pursue leadership development activities than to study.

APPENDIX D

ENROLLMENT BY INSTITUTION[40]

Institution	ROTC Region	Rounded Undergraduate Enrollment	% in ROTC	Type Institution
01	1	12,000	1.8	CC-L-E-N
02	1	13,000	2.8	CC-L-E-N
03	1	unlisted		CC-P-E-C
04	1	unlisted		CC-L-E-N
05	1	unlisted		CC-S-E-N
06	1	1,900	9.7	CC-P-E-B
07	1	26,000	1.3	CC-L-E-N
08	1	13,000	1.7	CC-S-E-N
09	1	1,600	19.8	CC-S-E-N
10	1	8,600	2.0	CC-S-E-N
11	1	2,000	11.5	CC-P-E-B
12	1	1,600	26.8	MC-S-R-N
13	1	unlisted		CC-P-E-C
14	1	unlisted		CC-L-E-N
15	1	unlisted		CC-P-E-N
16	1	unlisted		CC-P-E-N
17	1	2,600	8.1	CC-P-E-C
18	1	2,600	3.3	CC-P-E-C
19	1	unlisted		CC-P-E-N
20	1	2,400	10.8	CC-P-E-C
21	1	12,000	1.3	CC-P-E-N

Institution	ROTC Region	Rounded Undergraduate Enrollment	% in ROTC	Type Institution
22	1	1,600	13.3	CC-P-E-E
23	1	1,700	14.3	CC-P-E-N
24	1	unlisted		CC-P-E-C
25	1	2,800	4.7	CC-P-E
26	1	11,000	7.1	CC-S-E-N
27	1	2,000	8.9	CC-P-E-P
28	1	4,000	3.2	CC-P-E-N
29	1	unlisted		CC-P-E-N
30	1	1,900	24.1	MC-S-R-N
31	1	2,800	23.4	CC-L-E-N
32	1	1,000	29.9	CC-P-E-M
33	1	3,000	8.0	CC-P-E-N
34	1	7,600	2.5	CC-S-E
35	1	unlisted		S---N
36	1	12,000	1.3	CC-S-E-N
37	1	unlisted		CC-S-E-N
38	1	6,000	3.2	CC-S-E-N
39	1	1,500	6.8	CC-S-E-N
40	1	unlisted		CC-L-E-N
41	2	unlisted		CC-P-E-N
42	2	18,000	0.6	CC-S-E-N
43	2	unlisted		CC-L-E-N
44	2	16,000	0.3	CC-L-E-N
45	2	5,200	6.6	CC-S-E-N
46	2	5,300	5.6	CC-S-E-N
47	2	unlisted		CC-S-E-N

Institution	ROTC Region	Rounded Undergraduate Enrollment	% in ROTC	Type Institution
48	2	36,000	0.3	CC-L-E-N
49	2	7,000	2.1	CC-S-E-N
50	2	8,000	3.7	CC-S-E-N
51	2	unlisted		CC-S-E-N
52	2	13,000	4.0	CC-S-E-N
53	2	unlisted		CC-S-E-N
54	2	unlisted		CC-S-E-N
55	2	10,000	1.4	CC-S-E-N
56	2	unlisted		CC-M-E-N
57	2	3,000	5.8	CC-S-N-N
58	2	1,700	18.5	CC-P-E-B
59	2	unlisted		CC-S-E-N
60	2	4,400	6.4	CC-L-E-N
61	2	3,200	3.4	CC-P-E-N
62	2	unlisted		CC-P-E-C
63	2	28,000	0.4	CC-L-E-N
64	3	14,000	14.0	CC-S-E-N
65	3	6,000	8.6	CC-S-E-N
66	3	1,600	10.8	CC-S-E-N
67	3	unlisted		CC-S-E-N
68	3	unlisted		CC-L-E-N
69	3	7,500	4.4	CC-S-E-N
70	3	6,700	6.1	CC-S-E-N
71	3	7,200	2.8	CC-L-E-N
72	3	unlisted		CC-S-E-N
73	3	9,000	4.9	CC-L-E-N

Institution	ROTC Region	Rounded Undergraduate Enrollment	% in ROTC	Type Institution
74	3	7,300	7.2	CC-S-E-N
75	3	8,700	8.5	CC-S-E-N
76	3	8,700	1.5	CC-S-E-N
77	3	19,000	1.1	CC-L-E-N
78	3	1,300	19.0	CC-P-E-B
79	3	4,300	23.5	CC-L-R-N
80	3	28,000	2.6	CC/MC-E-N
81	3	12,000	3.5	CC-S-E-N
82	3	unlisted		CC-S-E-N
83	3	2,400	1.7	CC-P-E-N
84	4	12,000	2.7	CC-L-E-N
85	4	3,400	3.2	CC-P-E-C
86	4	15,000	1.0	CC-L-E-N
87	4	1,500	3.3	CC-S-E-
88	4	14,000	1.0	CC-L-E- .
89	4	unlisted		CC-S-E-N
90	4	6,400	3.3	CC-L-E-N
91	4	9,600	1.6	CC-L-E-N
92	4	4,500	4.4	CC-S-E-N
93	4	unlisted		CC-L-R-N
94	4	unlisted		CC-L-E-N
95	4	4,300	3.4	CC-S-E-N
96	4	8,200	0.9	CC-L-E-N
97	4	5,500	1.0	CC-S-E-N
98	4	5,500	1.9	CC-S-E-N
99	4	25,000	0.4	CC-S-E-N
00	4	6,900	1.2	CC-L-E-N

LEGEND:

CC-L-E(N)-Civilian College, Land Grant, Elective ROTC,
        non-denominational

CC-S-E(N)-Civilian College, State, Elective ROTC,
        non-denominational

CC-P-E(X)-Civilian College, Private, Elective ROTC,
        denominational

CC-P-E(N)-Civilian College, Private, Elective ROTC,
        non-denominational

CC-M-E(N)-Civilian College, Municipal, Elective ROTC,
        non-denominational

CC-L-R(N)-Civilian College, Land Grant, Required ROTC,
        non-denominational

CC/MC-E(N)-Civilian/Military College, Elective ROTC,
        non-denominational

MC-S-R(N)-Military College, State, Required ROTC,
        non-denominational

*The last letter in each code indicates religious
 affiliation:

        N - Non-denominational
        X - Denominational, type unspecified
        B - Baptist
        C - Catholic
        E - Episcopalian
        L - Lutheran
        M - Methodist
        P - Presbyterian

APPENDIX E

NEW PERSONNEL ORIENTATION

Do's and Don'ts

DO   — Develop an understanding of the university philosophy.

DO   — Learn the name, discipline and philosophy of each faculty member.

DO   — Develop an understanding of the ROTC mission and methodology vice unit operations.

DO   — Become well versed in the detachment enrollment effort.

DO   — Realize that judgements about the Army will be based not only on operational performance, but the image each cadre member projects.

DO   — Participate in university activities (e.g., attend athletic, social and academic activities).

DO   — Use initiative/imagination in developing classes.

DO   — Attempt to "know" each student; evaluate for officership potential; follow up on those who meet criteria.

DO   — Insure proper coordination with all unit activities prior to initiating any ROTC related projects.

DON'T — Discuss cadet academic performance with faculty unless the evaluation is positive.

DON'T — Behave in a manner which is contrary to good discipline and order.

DON'T — Use the words "join", "enlist", "recruit", "recruiting" or "recruiting officer" when discussing the ROTC program with students.

APPENDIX F

TABLES

Table 2

Return Tally

ROTC Region	Institution	Respondents A	B	C	D
1	01	X			X
1	02	X	X	X	X
1	03	X			
1	04	X			
1	05				
1	06	X	X		X
1	07	X	X		X
1	08	X			
1	09	X	X	X	X
1	10	X	X	X	X
1	11	X	X	X	X
1	12	X	X	X	X
1	13	X	X	X	X
1	14	X	X	X	
1	15	X	X		X
1	16	X	X	X	
1	17	X	X	X	X
1	18	X	X	X	X
1	19	X	X	X	X
1	20	X	X	X	X
1	21	X	X	X	X
1	22	X	X	X	
1	23	X	X	X	X
1	24	X	X	X	X
1	25		X		
1	26	X	X		X
1	27	X	X	X	
1	28	X			X
1	29	X	X	X	
1	30				
1	31	X	X	X	X
1	32	X	X	X	X

ROTC Region	Institution	Respondents A	B	C	D
1	33	X	X	X	X
1	34	X	X	X	X
1	35	X			
1	36	X			X
1	37				
1	38	X		X	X
1	39	X		X	
1	40	X			X
2	41	X	X	X	X
2	42	X	X		X
2	43	X	X	X	X
2	44	X	X		X
2	45	X			
2	46	X	X	X	X
2	47	X			
2	48	X	X	X	X
2	49	X	X	X	X
2	50	X			X
2	51	X			
2	52	X	X	X	X
2	53	X	X	X	X
2	54	X		X	X
2	55				
2	56	X		X	X
2	57	X		X	X
2	58	X	X	X	X
2	59	X	X	X	X
2	60		X		X
2	61		X		X
2	62				
2	63	X	X	X	X
3	64	X	X	X	X

Table2(continued)

ROTC Region	Institution	Respondents A	B	C	D
3	65	X	X	X	X
3	66	X	X	X	X
3	67				
3	68	X			X
3	69	X	X	X	X
3	70	X	X	X	X
3	71	X	X		X
3	72	X	X	X	
3	73	X			X
3	74	X	X	X	X
3	75	X	X	X	X
3	76	X	X	X	X
3	77	X	X	X	X
3	78	X	X		X
3	79	X	X	X	
3	80	X	X	X	
3	81		X		X
3	82	X	X		
3	83	X	X	X	X
3	84	X	X		X
4	85	X	X	X	X
4	86		X		X
4	87		X	X	X
4	88	X			
4	89	X	X	X	
4	90	X	X	X	X

ROTC Region	Institution	Respondents A	B	C	D
4	91	X	X	X	X
4	92	X	X		X
4	93	X	X	X	X
4	94				
4	95	X	X	X	
4	96	X	X	X	X
4	97	X	X	X	X
4	98	X	X		
4	99	X	X	X	X
4	00				

Legend:

A - Assistant PMS
B - PMS
C - Administrator
D - Faculty member

Table 3

Responses by ROTC Region

Region	Respondent	Returns/ Region	Total Region Response Rate	Institutions with Total and Zero Participation
1	A	32/40	66%	Total = 16/40 (40%)
	B	28/40		Zero = 5/40 (13%)
	C	24/40		
	D	23/40		
2	A	17/23	65%	Total = 9/23 (39%)
	B	17/23		Zero = 4/23 (17%)
	C	13/23		
	D	19/23		
3	A	17/20	75%	Total = 11/20 (55%)
	B	17/20		Zero = 1/20 (5%)
	C	12/20		
	D	15/20		
4	A	13/17	69%	Total = 6/17 (35%)
	B	15/17		Zero = 2/17 (12%)
	C	8/17		
	D	12/17		

Table 4

Analysis of Responses by Category

Category	Respondents' Three Listings												TOTALS			Total Choices	Total A	Total B	Total C	Total D
	A1	B1	C1	D1	A2	B2	C2	D2	A3	B3	C3	D3	1st	2nd	3rd					
(1) Campus Academic & Social Involvement	16	17	16	30	19	16	14	22	13	11	24	21	79	71	69	219	48	44	54	73
(2) Know the Institution and ROTC	14	14	23	16	4	5	17	13	3	2	4	5	67	39	14	120	21	21	44	34
(3) Be a Good Teacher and Student Counselor	16	13	9	6	18	15	11	10	14	14	5	11	43	54	44	141	48	42	25	26
(4) Retain the Professional Soldier Image	11	13	4	8	9	10	3	4	8	10	5	5	36	26	28	90	28	33	12	17
(5) Time Management	9	5	1	0	3	7	0	1	6	4	1	0	15	11	11	37	18	16	2	1
(6) Be Public Relations Oriented	4	7	2	1	7	8	0	2	5	5	2	2	14	17	14	45	16	20	4	5
(7) Cadre Formal Education	4	2	2	1	8	2	0	6	3	3	3	3	9	16	12	37	15	7	5	10

Table 4 (continued)

Category	Respondents' Three Listings												TOTALS			Total Choices	Total A	Total B	Total C	Total D
	A1	B1	C1	D1	A2	B2	C2	D2	A3	B3	C3	D3	1st	2nd	3rd					
(8) Cost of Living	2	2	0	0	7	6	1	0	5	4	0	0	4	14	9	27	14	12	1	0
(9) Effects on Military Career	0	2	0	1	1	2	1	0	1	1	0	0	3	4	2	9	2	5	1	1
(10) Be Active in Community Activities	0	0	0	0	1	2	2	2	4	1	1	5	0	7	11	18	5	3	3	7
Misc.	3	2	1	0	2	3	3	1	11	6	3	1	6	9	21	36	16	11	7	2
TOTALS	79	77	58	62	79	76	52	61	73	61	48	53	276	268	235	779	231	214	158	176

LEGEND:

A – Assistant PMS
B – PMS
C – Administrator
D – Faculty Member
1,2,3, . . 10 – Priority of Responses

Table 5

Respondents' 1st Priorities by Category and ROTC Region

ROTC Regions/Type Respondent

Category	----1----				----2----				----3----				----4----				TOTALS			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	4	7	6	11	4	2	5	8	6	4	4	4	2	4	1	7	16	17	16	30
2	5	3	11	8	3	4	5	3	4	4	2	4	2	3	5	1	14	14	23	16
3	6	5	3	2	4	2	1	2	4	3	5	2	2	3	0	0	16	13	9	6
4	4	4	2	2	3	4	0	2	1	3	0	2	3	2	2	2	11	13	4	8
5	6	3	0	0	2	2	1	0	0	0	0	0	1	0	0	0	9	5	1	0
6	1	2	1	0	1	2	0	0	1	0	1	0	1	3	0	1	4	7	2	1
7	3	2	1	0	0	0	1	0	1	0	0	0	0	0	0	1	4	2	2	1
8	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2	2	0	0
9	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	2	0	1
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Misc.	1	0	0	0	0	0	0	0	0	2	1	1	2	0	0	0	3	2	1	1

Legend:

A - Assistant PMS
B - PMS
C - Administrator
D - Faculty Member

Table 5 (continued)

Category 1 — Academic/Social Involvement
         2 — Know the Institution & ROTC
         3 — Be a Good Teacher/Counselor
         4 — Professional Soldier Image
         5 — Time Management
         6 — Public Relations
         7 — Cadre Education
         8 — Cost of Living
         9 — Effects on Military Career
        10 — Active in Community Activities
        11 — Miscellaneous

Table 6

Categories Listed by Type Institution

Type Institutions	Number of institutions responding	1st Priority Listings				All Listings			
		Most selected	2nd most selected	3rd most selected	4th most selected	Most selected	2nd most selected	3rd most selected	4th most selected
CC-L-E(N)	23	1	2	4	3	1	3	2	4
CC-S-E(N)	34	1	2	3	4	1	2	3	4
CC-P-E(X)	15	1	2	3	4	1	3	2	4
CC-P-E(N)	9	2	1	4	3	1	2&3	2&3	4&6
CC-M-E(N)	2	(Too few responses for a meaningful analysis)							
CC-L-R(N)	2								
MC-S-R(N)	2								
CC/MC-E(N)	1								

Legend:

Categories – See Table 4, Page 113
Institutional Code -- See Legend, Appendix D, page 107

Table 7

CC-L-E(N) - 23 Institutions

Listings by Respondents

Category	A1	B1	C1	D1	A2	B2	C2	D2	A3	B3	C3	D3	TOTALS A	B	C	D	Total Choices	Total 1st Choices
1	4	3	0	10	4	4	2	3	0	3	3	4	8	10	5	17	40	17
2	4	3	6	0	2	1	4	3	3	1	2	2	9	5	12	5	31	13
3	2	4	1	1	5	3	2	1	4	5	2	3	11	12	5	5	33	8
4	5	4	1	1	3	3	0	1	3	3	0	3	11	10	1	5	27	11
5	3	1	0	0	0	0	0	1	3	0	1	0	6	1	1	1	9	4
6	0	2	0	1	1	4	1	3	0	3	1	1	1	9	2	5	17	3
7	1	1	2	1	2	1	0	3	1	0	1	0	4	2	3	4	13	5
8	1	1	0	0	2	0	0	0	0	1	0	0	3	2	0	0	5	2
9	0	0	0	1	0	0	1	0	1	1	0	0	1	1	1	1	4	0
10	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	0	2	0
Misc.	0	0	0	0	0	2	0	0	3	1	0	0	3	3	0	0	6	0

Table 8

CC-S-E(N) – 34 Institutions

Listings by Respondents

Category	A1	B1	C1	D1	A2	B2	C2	D2	A3	B3	C3	D3	TOTALS A	B	C	D	Total Choices	Total 1st Choices
1	10	6	9	8	11	6	9	10	8	5	11	10	29	17	29	28	103	33
2	3	8	8	9	4	3	6	6	1	4	2	2	8	15	16	17	56	28
3	11	5	4	3	4	5	6	3	6	1	0	5	21	11	10	11	53	23
4	2	5	1	4	1	2	0	1	5	4	4	1	8	11	5	6	30	12
5	2	2	0	0	2	2	0	0	3	2	0	0	7	6	0	0	13	4
6	1	3	1	0	4	5	0	2	3	5	3	3	8	13	4	5	30	5
7	2	0	0	0	2	0	0	3	2	2	1	1	6	2	1	4	13	2
8	0	0	0	0	3	3	1	0	2	1	1	0	5	4	2	0	11	0
9	0	0	0	0	1	3	0	0	0	0	0	1	1	3	0	1	5	1
10	0	0	0	0	0	0	1	0	0	1	1	0	0	1	2	0	3	0
Misc.	2	1	1	1	0	0	0	0	2	2	1	0	4	3	2	1	10	5

Table 9

CC-P-E(X) - 15 Institutions

Listings by Respondents

Category	A1	B1	C1	D1	A2	B2	C2	D2	A3	B3	C3	D3	TOTALS A	B	C	D	Total Choices	Total 1st Choices
1	2	2	3	8	3	5	3	3	3	2	6	4	8	9	12	15	44	15
2	1	3	3	2	2	2	4	1	1	3	0	1	4	8	7	4	23	9
3	1	3	3	0	2	2	2	2	1	3	3	5	4	8	8	7	27	7
4	2	2	1	1	2	1	2	1	0	4	1	0	4	7	4	2	17	6
5	2	1	1	0	0	1	0	0	1	0	0	0	3	2	1	0	6	4
6	2	1	1	0	3	1	0	3	1	0	1	0	6	2	2	3	13	4
7	0	1	0	0	0	1	0	1	0	0	1	0	0	2	1	1	4	1
8	1	1	0	0	0	1	0	0	0	1	0	0	1	3	0	0	4	1
9	0	0	0	0	0	0	0	0	3	0	0	0	3	0	0	0	3	0
10	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	0	2	0
Misc.	1	0	0	0	0	0	0	0	1	1	0	0	2	1	0	0	3	1

Table 10

CC-P-E(N) - 9 Institutions

Listings by Respondents

Category	A1	B1	C1	D1	A2	B2	C2	D2	A3	B3	C3	D3	TOTALS A	B	C	D	Total Choices	Total 1st Choices
1	1	3	2	1	2	1	3	4	3	3	3	3	6	7	8	8	29	7
2	4	0	4	2	1	0	1	0	1	0	0	0	6	0	5	2	13	10
3	1	1	0	1	1	2	3	0	2	1	0	1	4	4	3	2	13	3
4	1	1	1	2	1	0	0	2	0	1	0	0	2	2	1	4	9	5
5	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	2	0
6	2	0	0	0	0	2	0	0	0	0	4	1	2	2	4	1	9	2
7	1	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	2	1
8	0	0	0	0	1	1	0	0	1	0	0	0	2	1	0	0	3	0
9	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
10	0	0	0	0	1	0	0	0	3	0	0	0	4	0	0	0	4	0
Misc.	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	2	0

Table 11   132

Agreement of Respondents

	Category			
Institutions w/100% Responses	Listing by Type Respondents			
	A	B	C	D
10	5	5	1	2
11	1	2	2	1
12	1	1	2	2
13	11	4	6	1
15	4	1	2	4
17	8	4	2	2
20	6	2	3	1
21	7	1	1	2
22	4	3	1	1
28	2	3	2	1
30	11	6	3	1
32	5	1	1	1
33	3	4	4	4
34	7	6	2	2
36	3	3	2	1
38	1	3	2	3
42	1	2	2	3
46	2	4	1	1
48	4	2	2	1
50	3	5	1	2
53	5	4	7	1
55	4	2	2	1
57	1	1	2	1
60	5	3	2	1
61	6	1	1	2
64	3	2	3	1
65	6	2	3	1
66	3	4	2	3
69	1	11	11	11
70	4	3	6	2
72	2	1	3	1
75	3	4	1	2
76	1	3	1	4
77	2	1	1	2
78	1	2	3	1
83	2	9	2	3
90	2	6	2	7
91	2	3	2	6
93	4	6	2	1
97	11	1	4	4
98	1	2	1	2
00	3	1	2	1

Table 11 (continued)

Legend:

All respondents agree - 0
Three respondents agree - 3
Two respondents agree - 31
Some military - civilian agreement - 26
Military respondents agree - 4
Civilian respondents agree - 8
Categories 1 - 10:   See Table 4, page 113
11 - Miscellaneous category

Table 12

Number and Percent of 1st Priority Responses Per Age Group

Age Groups (years)	1	2	3	4	Categories 5	6	7	8	9	10	Misc.	Number of Respondents
Less than 30	0	1/25%	2/50%	1/25%	0	0	0	0	0	0	0	4
30-35	13/20%	10/16%	12/19%	6/9%	7/11%	5/8%	5/8%	3/5%	0	0	3/5%	64
36-40	17/30%	14/25%	5/9%	8/14%	3/5%	3/5%	2/4%	0	2/4%	0	2/4%	56
41-45	19/28%	14/21%	14/21%	10/15%	3/4%	5/7%	0	1/1%	0	0	1/1%	67
46-50	7/22%	13/41%	3/9%	5/16%	0	2/6%	1/3%	0	0	0	1/5%	32
51-55	5/22%	8/35%	6/26%	7/9%	0	0	0	0	1/4%	0	1/4%	23
56-60	11/58%	4/21%	1/5%	1/5%	0	0	2/11%	0	0	0	0	19
Over 60	5/50%	2/20%	0	2/20%	0	1/10%	0	0	0	0	0	10
												275

Table 13

Age of Respondents

Age Groups (years)	Number of Respondents by Type				Total	% of Total
	A	B	C	D		
less than 30	4	0	0	0	4	1%
30-35	56	2	3	3	64	23%
36-40	22	17	4	13	56	20%
41-45	1	45	9	12	67	24%
46-50	0	10	13	9	32	12%
51-55	0	2	13	8	23	8%
56-60	0	0	9	10	19	7%
61+	0	0	4	6	10	4%
					275	

Table 14

Responses from Women

ROTC Region	Age	Degree	Position	Categories Selected (in priority)
1	59	Ed. D.	Dean of a college	2, 3, 1
1	56	Ph. D.	Director of an academic division	2, 7, 1
1	55	Ph. D.	Director and Professor	1, 1, 1
2	53	Ph. D.	Associate Provost	2, 1, 1
2	52	Ph. D.	Assistant Provost	2, 2, 3
2	45	M.A.	Assistant Professor	1, 2, -
2	40	Ph. D.	Associate Professor	2, 4, 6
3	59	Ed. D.	Dean of a school	1, 1, 1
4	48	Ph. D.	Department Chairwoman	2, 1, 3
4	45	Ed. D.	Director of Continuing Education	1, 3, 3

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